Curriculum and Pedagogy Group 2
Facilitated by Phil van Allen

Preliminary Overview
This is a summary of our group’s thinking as presented to the full assembly (Phil edited and expanded it to try to capture a fuller set of ideas.)

Overall Principle
Teach critical thinking and leadership with skillful problem seeking and solving.

1) Education in context
   • ACCD community, LA area community
   • Other educational institutions
   • Professional communities
   • Critical discourse across disciplines
   • World community
   • Ethics and impact
   • Structural changes in tech, social, environmental

2) Addressing the whole artist/designer
   • Craft - accd tradition updated
   • Hand skills - thinking through making
   • Conceptual thinking - making through thinking
   • Encourage experimentation, risk taking, and creative failure
   • Cultural/Ethical understanding and context as citizens and makers

3) Enabling Faculty and Students as educators and learners
   • Continually evolve curriculum & pedagogy
   • Emphasize learning how to learn
   • Teach & learn with high expectations, while recognizing the level of participants
   • Support faculty in maintaining and improving teaching

4) Perform real research to create new knowledge
   • Lead each of the fields and create new thinking and making
   • Enable faculty to advance their fields in the academic context
   • Collaborate with other institutions - education, industry, non-profit, arts
   • Develop graduate programs as the center of ACCD research

5) Dissolve the departments - i.e. breakdown the barriers to interdisciplinary work
   • Encourage more cross-fertilization between departments
   • Consider a first-year non-declaration of major
   • Enable students to create own major within a defined structure
Post-it Note transcription

Human Centered Education & Citizenship

• Understand history and build on it
• Understand mythology and its place in contemporary society - how it is alive in our work as creators
• Imagination - what it is, how to access it, the practice and science of creativity and its sources
• Individual mentoring/counseling for students
• Tutoring in research for making and papers
• Address lack of compassion
• How do we educate the whole person?
  • Allow more credits from other institutions so liberal arts courses can factor more in total educational expectations
• What roles do ethics play in curriculum development
• Understand cultural/societal assumptions
• Provide students opportunity for leadership and accountability outside of classroom
• Create a learner-centered approach
• Create more collaboration between departments
• Create groups for students to discuss challenges of student life/learning - facilitated by outsider

Academic Excellence & Assessment

• Develop story telling as a design & problem solving skill
• Do we want to create graduates who are generalists or specialists?
• Help faculty become the best teachers - ongoing and robust support from institution
  • Effective teaching methods
  • Learn tools
  • Update knowledge in field
• What is the balance between teaching critical thinking and craft?
• There seems to be a lack of taste & aesthetic knowledge in students
• How do we get faculty to update their curriculum so that it remains current?
• How do we address inadequate verbal skills in students
  • Teach how to do presentations
• Teach students time-management
• How do we measure student success?
  • Skill/Craft vs. Concept/Invention
  • Do we look at best students or look at the middle?
• What are the core skills? What are the advanced skills?
• Is eight terms not enough? Maybe 10 terms?
  • So much to learn in depth
  • Only enough time to become a Jack-of-all-trades, master of none?
• Is the 3 term/year model working for:
Students?
Faculty and their development?
Curricula development?
Facilities?
Staff/management?

Is ACCD a factory that creates prima-donna graduates?
What is outmoded in curriculum? What’s not?
What does prepared to graduate mean?
How do we define our success metrics and learning outcomes
How do we integrate a willingness to take risks and fail, vs. the ACCD emphasis on shinny-ness?

Diversity & Inclusion

Recruit the best and talented students from diverse backgrounds / requires affordability
Create more cross-disciplinary studies
We are not currently serving educational needs of potential high-school students - turning them away (not sure if this comment was in regard to Saturday High, or for incoming students to degree programs?)
Broaden focus from only “western-centric” design to other approaches, especially China as a major world player
School has a lack of “world” vision
Create a capstone project (i.e. at end of academic career) for students to broaden them.

Innovation

Keep track of trends - e.g. have a Consumer Electronics Show report
Devote time and resources to faculty development/training
   Teaching
   Technology research
   Technology literacy for faculty and students
Leverage technology in and outside of classroom
Consider creating a digital learning center so that students and faculty can gain skills in a range of computer technologies so in-class time is more focused on concept
   interactive technologies & electronics for making interactive objects & spaces
   software tools
   programming

Access & Affordability

Should we have a smaller institution to maintain quality?
Can we improve the faculty to student ratio?
Provide serious financial aid so that we can recruit and admit the most skilled, most intelligent students in the world
• Is the average age of students too young? Or, how do we address this change in our population?
• Create more shared resources for teaching and learning
• Create common tools for teaching and invest in increasing acceptance of effective teaching methods

**Professionalism & Research**

• Alumni are missing skills they need in the real world - how can the school address this?
• Create greater information and research literacy, e.g. via integrating library research into curriculum
• Develop professional communication skills
• Students lack skills to do market research & business planning
• Students have weak analytical thinking, decision making, story-telling abilities
• Teach real-world collaboration
• Teach skills for creating successful relationships with clients
• Differentiate the use of “Research” at ACCD. There are two kinds
  • 1) Research as part of applied process
     • Scenario development
     • Market research
     • People knowing
     • Design explorations
  • 2) Knowledge creation independent of project
     • Developing new methodologies
     • Inventing new paradigms
     • Develop theories
     • Critical writing
     • Experimental/Speculative making

**Miscellaneous**

• What do students want from ACCD art/design education?
• How does Kate Hales notion of the hyper-attention vs. deep-attention fit in?
• What are new learning models? How does online fit in?
• How can Art Center at Night further support development of prospective degree students?
• Where does post-graduate, lifetime learning fit in?
• Create courses where 2-3 faculty address the same topic from different perspectives
• Currently there’s a lack of dialog between faculty on content of related courses
• What is the importance of the “manual arts”
  • We should not lose working with real material due to computerization
• Can we incorporate the idea of multiple intelligences (e.g. Frames of Mind by Howard Gardner) into our view of students and how we teach?
• Monthly speakers & student panels to foster community amongst students