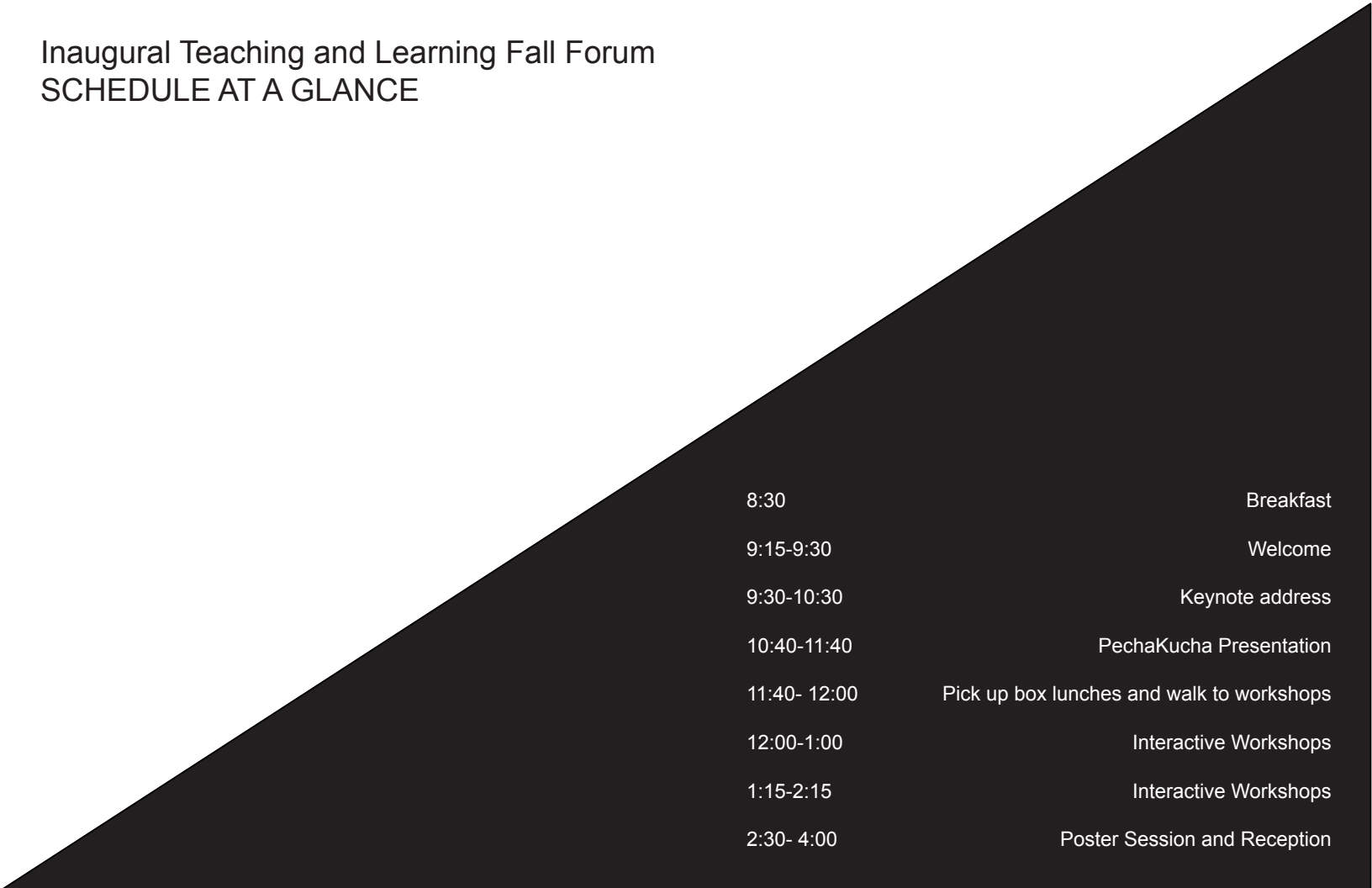


Teaching as Learning as Teaching

Inaugural Teaching and Learning Fall Forum

SCHEDULE AT A GLANCE



8:30	Breakfast
9:15-9:30	Welcome
9:30-10:30	Keynote address
10:40-11:40	PechaKucha Presentation
11:40- 12:00	Pick up box lunches and walk to workshops
12:00-1:00	Interactive Workshops
1:15-2:15	Interactive Workshops
2:30- 4:00	Poster Session and Reception

Inaugural Teaching and Learning Fall Forum SPECIAL THANKS

Special thanks to

Blick Art Materials for their generous donation.

Special thanks to

the Teaching and Learning Fall Forum Planning Committee

Russ Abel (Library),

Brian Brooks (Foundation),

Maura Connelly (SLAS),

Chelsea Limbird (SoD),

Jonathan Scelsa (Architecture),

Dina Weiss (SoA),

Heather Lewis (Assessment for Learning) and

Judit Torok (Director Center for Teaching and Learning).

Inaugural Teaching and Learning Fall Forum

WELCOME

9:15 - 10:30

Welcome

President Frances Bronet

Introduction of Keynote Speaker

Provost Kirk Pillow

Keynote Address

**Integrative learning and equity-minded practice:
The special role for Pratt Institute in reimagining
liberal and professional education**

Nancy Budwig is a Professor of Psychology at Clark University and a Senior Fellow at the Association of American Colleges & Universities (AAC&U). As Associate Provost at Clark, she played a leadership role in developing and implementing Clark's Liberal Education and Effective Practice (LEEP) curricular framework and led Clark's team in AAC&U's consortium on Facilitating Faculty Leadership for Integrative Learning. Most recently she coordinated AAC&U's LEAP Challenge Capstone and Signature Work project. Her work has been published in Peer Review and Change. Further information can be found at: <https://wordpress.clarku.edu/nbudwig>.

Inaugural Teaching and Learning Fall Forum

PECHA KUCHA

10:40 - 11:40

The Transfer Sessions Project

The Imperative of Travel

The Anti-bias Critique

Critical Reflections on Teaching about
Gentrification, Structural Racism, and Humility

Are the Liberal Arts Best Taught Through our Disciplines?

The Challenge: Old Master Painting for 21st-Century Students

Positivist Re-Presentation before Abstraction
as a Bridge in Early Design Education

Higgins Hall Sensor Project

How Can Instructors Slay the Apathy Dragon?

Visual Narratives and Mind Mapping: A Transdisciplinary
Approach to Contemplative Inquiry

Inaugural Teaching and Learning Fall Forum
PECHA KUCHA
10:40 - 11:40

**The Transfer Sessions Project:
How Faculty Conversations About Teaching
Can Create a Curriculum Designed for Integration**

*Allegra Marino Shmulevsky (Intensive English Program) and
Chris Wynter (Foundation)*

In this PechaKucha presentation, the Transfer of Learning FLC describes its project to investigate how to design course curricula that capitalizes on what students have already learned and which maximizes student ability to apply new learning to future work.

The topic of transfer is of particular interest because it applies to all faculty on campus: from instructors of design to instructors of science, we all desire that our students make authentic and thoughtful connections between the content we teach and the experiences they have had in the past and will have in the future. The presentation details the main phases of our two-year research project, with an emphasis on explaining the Transfer Sessions, which were designed to elicit faculty dialogue about their teaching objectives and strategies. Participants will come away with a heightened awareness of what transfer is and how cross-disciplinary dialogue can be used to discover the potential for transfer within Pratt's existing curriculum.

Inaugural Teaching and Learning Fall Forum
PECHA KUCHA
10:40 - 11:40

The Imperative of Travel

Constantin Boym (Industrial Design)

This session focuses on the problems and possibilities of students' educational travel. In June 2018, a group of Pratt ID students traveled to Nepal for a project devoted to rebuilding schools destroyed by the devastating earthquake of 2015.

Students designed prototypes of school furniture and constructed an outdoor classroom/playground in a village school. The travel introduced students to specifics of local manufacture. Overall, it gave them a glimpse into a different way of life, social relationships, and traditions.

Working in developing countries is sometimes questioned for presumed cultural domination and imposition of western mores and values on societies rich with their own cultural resources. The Pratt group took care to base their work on premises of empathy, inclusivity, and collaboration. Beyond a mere learning experience, this work offered a proper introduction to the profession of industrial design; the way it is going to be practiced in the twenty-first century.

Inaugural Teaching and Learning Fall Forum

PECHA KUCHA

10:40 - 11:40

The Anti-bias Critique

*Gaia Hwang (Graduate Communications
and Package Design) and
Camille Martin (School of Design)*

Providing and receiving feedback through a critique session is a fundamental part of any creative endeavor. It is regularly practiced both in academia and professional industries and is considered a vital part of the development of a creative piece.

As facilitators of the Crit-the-Crit FLC we examined some of the challenges of our group effort to understand and rethink critique practices in Art and Design education. Crit-the-Crit explored studio-based critique typologies and methodologies used in our institution. It investigated the pedagogical approach and the various methods used to perform critiques in different fields.

This presentation will provide an in-depth analysis of a few critique cases to draw attention to their pedagogical implications. If each critique method can be understood in terms of underlying values, assumptions, and beliefs, which critique techniques address conscious and unconscious biases? Which methods can address issues of racial, class and gender discrimination?

Inaugural Teaching and Learning Fall Forum

PECHA KUCHA

10:40 - 11:40

**Critical Reflections on Teaching about
Gentrification, Structural Racism, and Humility**

Caitlin Cahill (Social Science & Cultural Studies)

Committed to education as a “practice of freedom” (Freire, 1993), how might teaching raise consciousness and provide students the opportunity to critically analyze and address urban social and spatial inequalities? Reflecting upon what I have learned from teaching the class “I Heart/Break NY: Gentrification & Urban Change,” I share insights about how commitments to racial justice take shape and are struggled over in the classroom.

I grapple with the challenge of how we cultivate a transformative and critical sense of agency in our classrooms that is at the same time humble, and grounded in a historic, social and political context (i.e. racialized policies of segregation, displacement, disinvestment). In my presentation, I will draw upon examples from student writing and work, and my own reflections.

Inaugural Teaching and Learning Fall Forum

PECHA KUCHA

10:40 - 11:40

Are the Liberal Arts Best Taught Through our Disciplines?

John Lobell (Undergraduate Architecture)

How are the liberal arts best taught? Of course, through liberal arts courses, but might the liberal arts also be taught through our studio and art and architectural history courses, and through professional experiences in our disciplines? How architecture and the arts can present an engagement with as well as an understanding of our world. In other words, how art and architecture can be “liberal arts.”

Inaugural Teaching and Learning Fall Forum

PECHA KUCHA

10:40 - 11:40

**The Challenge:
Old Master Painting
for 21st-century Students**

Frima Fox Hofrichter (History of Art and Design)

Old Master paintings do not just stay in the past; they resonate through decades and centuries as they find new audiences.

Painters, sculptors, photographers, fashion designers, film and video-makers refer to them in their work. An artist may use “quotes” from an old master painting to provide greater depth, sometimes as a recognition of its influence, sometimes as a historical reference, sometimes to show off the artist’s knowledge, and sometimes for irony.

Artists such as Kehinde Wiley, Cindy Sherman, Mary Beth Edelson, and Beyoncé and Jay Z have deliberately appropriated Old Master paintings to enhance their work. Only if we recognize this and the paintings they refer to, can we uncover the full richness and intent of the artist.

In the context of history, this contemporary adaptation also raises the question: What is the truth of the representation?
Is art a visual document of truth?

Inaugural Teaching and Learning Fall Forum

PECHA KUCHA

10:40 - 11:40

Positivist Re-Presentation
before Abstraction as a Bridge
in Early Design Education

Jonathan Scelsca (Undergraduate Architecture)
and Chelsea Limbird (Undergraduate Interior Design)

While many art theorists have argued, most notably Clement Greenberg, that this step away from representational codes and positivist realism towards abstraction have empowered the artist's agency beyond that of the entertainer, it is also abstraction which is remarkably one of the most divisive, alienating, and exclusionary problems of entering design school today.

This pecha kucha presentation, seeks to demonstrate, that teaching students first as positivist Observers, facilitates a less abrupt or ruptured transition from convention to abstraction in a similar fashion to the ways in which cultural observation techniques that evolved in the 18th +19th centuries provoked the 20th century avant-garde abstraction. The paper will use examples of recent teaching work, in which students have found abstract outcomes through positivist representations of experiencing nature unfolding in time and speed, exposing students to various digital and analog media processes in the capturing of the world before abstracting reality.

Inaugural Teaching and Learning Fall Forum

PECHA KUCHA

10:40 - 11:40

Higgins Hall Sensor Project

*Cristobal Correa (Graduate Architecture and Urban Design and
Gabrielle Brainard (Graduate Architecture and Urban Design*

The Pecha Kucha describes our ongoing project to engage graduate architecture students in hands-on building science research by transforming their studio into a living laboratory. In Spring, 2018, we installed a network of temperature and humidity sensors in a graduate architecture studio in Pratt's Higgins Hall.

As the sensors gathered data about the space, we surveyed the students about their thermal comfort. Our presentation also includes a poster detailing our findings, plus a live demonstration (via laptop) of the sensor hardware and survey software used in our investigation.

Inaugural Teaching and Learning Fall Forum
PECHA KUCHA
10:40 - 11:40

**Visual Narratives
and Mind Mapping:
A Transdisciplinary Approach to
Contemplative Inquiry**

*Rhonda Schaller
(SCPS, Career & Professional Development)
and Audrey Schultz (Construction Management, Facilities
Management and Real Estate Practice Program)*

Visuality and Design Thinking are paramount in an art and design Institute. What is out of the ordinary is the concept of visuality, design thinking and design science research in the form of mind mapping and Soft Systems Methodology models as transdisciplinary approaches to contemplative inquiry across disciplines. This presentation introduces contemplative inquiry in the form of visual narratives and mind mapping as fundamental teaching practices. That aid student's exploration of meaning and values while they examine their own experience in relationship to study material. These concepts are used in The Meditation Incubator, first year student life and value planning, fundraising and strategy courses, and facilities management and real estate pedagogy. The presentation will introduce visual narratives as contemplative inquiry techniques in course pedagogy across disciplines. Both visual approaches have the potential to transform a student's understanding of how their work, study, and actions affect the wider world.

Inaugural Teaching and Learning Fall Forum

PECHA KUCHA

10:40 - 11:40

**How Can instructors
Slay the Apathy Dragon?**

Genevieve Leonard (Digital Arts)

Apathy is one of the greatest obstacles in the classroom experience. “I can teach a student who is hungry for knowledge, but how can I work with someone who is disinterested in my class?” This presentation on apathy will cover observations from an instructor’s perspective, strategies used in the classroom to improve student engagement, and conclude with tips for instructors to consider when writing their lesson plans. The goal of this talk is to encourage faculty to acknowledge the entire student experience rather than focus on the binary student-teacher relationship.

Inaugural Teaching and Learning Fall Forum
PICK UP LUNCH & WALK TO WORKSHOP
11:40 - 12:00

Inaugural Teaching and Learning Fall Forum

WORKSHOP SESSIONS I

12:00 - 1:00



Student Union

Machinery Building

**Discovering the Potential for Transfer of Learning through
Cross-disciplinary Pedagogical Dialogue**
(Student Union, ROOM 203)

Lecturing versus Inquiry-based Learning
(Student Union, ROOM 107)

Critique Pedagogy
(Student Union, Pool Lounge)

**Towards a More Inclusive Pedagogy: VoiceThread Class
Projects Turn Text-Based Teaching Practices On Their Head**
(Machinery Building, MACH 109)

Inaugural Teaching and Learning Fall Forum
WORKSHOP SESSIONS I
12:00 - 1:00

**Discovering the Potential for
Transfer of Learning through
Cross-disciplinary Pedagogical Dialogue
(Student Union, ROOM 203)**

*Chris Jensen (Mathematics and Science), Brian
Brooks (Foundation), Keena Suh (Interior Design) Allegra
Marino Shmulevsky (Intensive English Program), Chris Wynter
(Foundation)*

We all teach within a larger curriculum, but what is the role of our own particular teaching in that curriculum? This question is often difficult for faculty to answer, as we are rarely asked to consider our teaching in curricular context. This workshop will introduce participants to the concept of learning transfer and demonstrate how dialogue with faculty from other disciplines can uncover the potential for pedagogical connectivity across the curriculum. Participants will first be given the chance to consider their own teaching through the lens of learning transfer and then be assisted in making connections with the teaching of other participants. These connections will be shared across the entire workshop, providing participants with robust examples of how discovering the potential for learning transfer can enrich both our individual teaching and our collective curricula.

Inaugural Teaching and Learning Fall Forum
WORKSHOP SESSIONS I
12:00 - 1:00

**Lecturing versus
Inquiry-based Learning**
(Student Union, ROOM 107)

Micki Watanabe Spiller (Foundation)

Taking research conducted through the FLC: Learning the First Year, this workshop will focus on the methods of how to use ice breakers and student-centered low stakes exercises for discussion that lead to understanding of project goals and outcomes. We will cover the advantages and disadvantages of lecture style teaching methods and focus more on how to create an inquiry-based and student-centered learning environment. I will share some of the implemented exercises (and my discoveries) of those activities in class.

The exercises shared will specifically focus on first day community building exercises and how the course syllabus is covered. Though I use these activities in my Space, Form & Process studio course, these exercises can be tailored to suit any studio or non-studio course. Veering away from lecturing in the classroom, to inquiry-based information gathering sessions, the hope is for longer content retention by the students. Please bring your syllabus so that you can examine your teaching practices in relationship to the workshop activities.

Inaugural Teaching and Learning Fall Forum
WORKSHOP SESSIONS I
12:00 - 1:00

Critique Pedagogy
(Pool Lounge)

Gaia Hwang
(*Graduate Communications and Package Design*)
and *Camille Martin* (*School of Design*)

This Crit the Crit workshop is designed to allow participants to experience one of the most profound secondary outcomes of our research on critique – self-reflection on teaching practices; it offers the participants an opportunity to reflect and appreciate their own practice and test new methods of critique that can be borrowed from other disciplines

Participants will be introduced to a visual glossary of critique typologies. Faculty participants, working in teams, will be asked to choose a critique technique they are familiar with and use frequently or most effectively in the classroom.

Participants will be asked to describe the chosen critique to each other and then interview each other about the critique. From the interviews, the small working groups will begin to extract the pedagogical implications of the critique. The teams will then present their findings to each other and we will engage in a large group discussion.

Inaugural Teaching and Learning Fall Forum
WORKSHOP SESSIONS I
12:00 - 1:00

**Towards a More
Inclusive Pedagogy:
VoiceThread Class Projects
Turn Text-Based Teaching
Practices On Their Head**
(Machinery Building, MACH 109)

Janice Robertson (History of Art and Design)

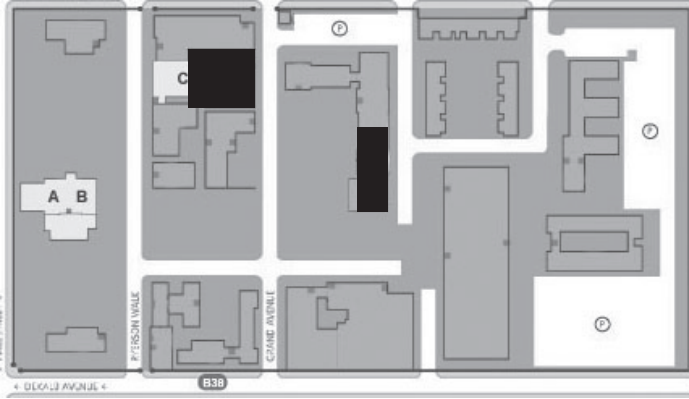
Image/text relationships are subject to analysis and investigation in research projects. Yet, we rarely scrutinize our teaching practices in these terms. At what point do art objects start functioning as illustrations of our teachings? I suggest that this happens at the point where students stop seeing and thinking for themselves.

Texts silence students who fear that their ideas will be “wrong” if they don’t match. VoiceThread (a multimedia cloud app) turns things around by prioritizing visual material and promoting group conversations. Users respond with text, audio and video comments, also by drawing on the visual material. Pratt is an art and design school, and its students think in multimedia terms. VoiceThread enables them to communicate in ways that are more meaningful to them. Students learn to synthesize and expand on the givens—each in their own way; they may return to the text, but now they are problem solving.

Inaugural Teaching and Learning Fall Forum

WORKSHOP SESSIONS II

1:15 - 2:15



Student Union

Machinery Building

Incorporating Non-Native English Speakers in Art Studios
(Student Union, Room 203)

Everyday Revolution: Remaking the Artifacts of Design Education as Platforms for Critical Discourse and Innovation
(Student Union, Pool Lounge)

Self-reflection as a Way to Imagine, Set, and Assess Students' Goals within the Classroom
(Student Union, Room 107)

Curation, Critique and Reflection: An ePortfolio Pedagogy
(Machinery Building, Room 109)

Inaugural Teaching and Learning Fall Forum
WORKSHOP SESSIONS II
1:15 - 2:15

Incorporating Non-Native English Speakers in Art Studios
(Student Union, Room 203)

Nichole van Beek (Intensive English Program)

What strategies can teachers use to make classes more equitable for ESL students? What has worked or not worked in your classroom?

Language barriers and cultural differences can make learning more challenging for non-native English speakers, especially in classes where the teacher or a large portion of the students are native speakers. In this workshop, we will discuss specific difficulties teachers and students face, and outline ways to bridge communication gaps and incorporate an awareness of differences in language and culture into classrooms and assignments.

Inaugural Teaching and Learning Fall Forum
WORKSHOP SESSIONS II
1:15 - 2:15

**Everyday Revolution: Remaking the Artifacts of Design
Education as Platforms for Critical Discourse and Innovation**
(Student Union, Pool Lounge)

Jessica Wexler (Undergraduate Communications Design)

In 2013 Jessica Wexler and Yasmin Khan formed Workshop Project as a space to explore the radical potential of the artifacts and platforms of design education. These artifacts—lectures, presentations, workshops, and an online archive of our work—are spaces for collaborative exploration and making with our colleagues, students and peers. Everyday Revolution provides design educators and administrators with a structured experience and space to build community and discover innovative approaches to the work they do every day. Participants will be introduced to Workshop Project's body of work and given a prompt that challenges them to locate their interests and practice inside of a framework of emerging issues that are reshaping design education.

Inaugural Teaching and Learning Fall Forum
WORKSHOP SESSIONS II
1:15 - 2:15

**Self-reflection as a Way to Imagine, Set, and Assess
Students' Goals within the Classroom**
(Student Union, Room 107)

Maura Conley (Intensive English Program and Writing Center)

Despite the growing knowledge of its importance, few teachers are prepared to offer chances for student self-reflection in the classroom. Or, if professors do emphasize its importance, they're often unhappy with how the reflections lack depth or real relevance to student performance in class. Participants will learn how to develop the types of Y/N, short, and long answer questions to ask students at various points in semester in order to get them to reflect on their efforts and progress thus far, look at concrete examples of their accomplishments according to established objectives, and establish goals for the remainder of the semester.

Inaugural Teaching and Learning Fall Forum
WORKSHOP SESSIONS II
1:15 - 2:15

**Curation, Critique and Reflection:
An ePortfolio Pedagogy**
(Machinery Building, Room 109)

Nancy Seidler (Intensive English Program), Natalie Moore (Foundation), Rachid Eladlouni (Intensive English Program)

ePortfolios provide a multimodal platform enabling students to showcase their work, collaborate, document progress throughout their educational experience, and enhance their learning. Through documentation and reflection of process and finished product, students are able to make connections between their classes and reveal concepts that emerge in their work over time, promoting “folio thinking”. This interactive presentation will cover the underlying pedagogical principles guiding our use of ePortfolios, and discuss how the affordances of this multimodal tool advance epistemic fluency and enhance teaching. Presenters will showcase examples of ePortfolios from Foundation and IEP, highlighting the value of the ePortfolio in generating a deeper and more holistic form of learning. Participants with laptops will have an opportunity to apply the concepts covered in the presentation by creating and publishing an ePortfolio page the end of the session.

Inaugural Teaching and Learning Fall Forum
POSTER SESSION AND RECEPTION
2:30 - 4:00

Engagement is a Holistic Approach

Higgins Hall Sensor Project

**Contemplative Inquiry:
Using Mind Mapping, Visualizations, and Reflection as a
Teaching Tool**

**Finding the Potential for Transfer:
The Transfer Sessions Project as a Research Vehicle**

**What Do You Understand by Technology
in Science Education?**

Inaugural Teaching and Learning Fall Forum
POSTER SESSION AND RECEPTION
2:30 - 4:00

Engagement is a Holistic Approach

Genevieve Leonard (Digital Arts)

The Holistic Approach challenges instructors to practice beyond the prescribed student-teacher relationship by applying guided instruction principles to the lesson plan. The goal is to improve student engagement as a craftsman and an artist. This poster will outline the foundations of guided instruction and illustrate how they can be applied using Pratt's resources.

The holistic approach includes advisement in the student's academics, physical health, and artistic content. Flipped classroom instruction is the foundation of this technique. The instructor distributes information via textbook, online lectures, and assignments during the week. Class time is dedicated to critiquing the student's application of the lesson. By creating a one-on-one dialogue, the instructor is building a personal connection with the entire class.

Guided approaches to teaching and learning help to personalize the student experience while developing a life-long connection between faculty, student and the institution.

Inaugural Teaching and Learning Fall Forum
POSTER SESSION AND RECEPTION
2:30 - 4:00

Higgins Hall Sensor Project

Cristobal Correa (Graduate Architecture and Urban Design
and Gabrielle Brainard (Graduate Architecture and Urban Design)

The poster describes our ongoing project to engage graduate architecture students in hands-on building science research by transforming their studio into a living laboratory. In Spring, 2018, we installed a network of temperature and humidity sensors in a graduate architecture studio in Pratt's Higgins Hall.

As the sensors gathered data about the space, we surveyed the students about their thermal comfort. Our presentation will include a poster detailing our findings, plus a live demonstration (via laptop) of the sensor hardware and survey software used in our investigation.

Inaugural Teaching and Learning Fall Forum
POSTER SESSION AND RECEPTION
2:30 - 4:00

**Contemplative Inquiry:
Using Mind Mapping, Visualizations,
and Reflection as a Teaching Tool**

*Rhonda Schaller
(SCPS and Career & Professional Development)
and Sam Harvey (Career & Professional Development)*

As a companion to Rhonda Schaller and Audrey Schultz's Visual Narratives and Mind Mapping: A Transdisciplinary Approach to Contemplative Inquiry PechaKucha presentation, this poster session will expand on the use of mind mapping, visualization, and other forms of contemplative inquiry as pedagogical tools to be used across disciplines. Contemplative inquiry and the contemplative pedagogical perspective are based on transdisciplinary practices. This poster will present inquiry, practice, and pedagogy from the contemplative perspective. The Tree of Contemplative practices (© The Center for Contemplative Mind in Society) roots these practices in communication & connection as well as awareness – both of which are paramount to the continued development of our students' insight, imagination, and attention. The contemplative pedagogical perspective can contribute to the development of healthy studio

Inaugural Teaching and Learning Fall Forum
POSTER SESSION AND RECEPTION
2:30 - 4:00

**Finding the Potential for Transfer:
The Transfer Sessions Project
as a Research Vehicle**

Keena Suh (Interior Design)

Innovation is enabled when a clear understanding of contextualized conditions allows new possibilities to emerge. This poster session highlights the work of a Faculty Learning Community (FLC) to explore transfer of learning in the undergraduate art and design education at Pratt. The FLC's Transfer Sessions provided a framework to collect faculty-contributed data—assignments and student work—from which code books were generated to glean insights about potential transfer from that data. The code books reveal existing pathways of knowledge transfer across Pratt's curriculum and possibilities for new cross-disciplinary collaborations to support curriculum and faculty development. This resource for gathering knowledge on teaching practices supports innovation by prompting connections that optimize the diversity in our interdisciplinary environment. "Transfer Thinking" as an open and participant-based process supports faculty in reimagining course content, teaching strategies, and new or enhanced connections within the curriculum, among cohorts, and with other collaborators in the community.

Inaugural Teaching and Learning Fall Forum
POSTER SESSION AND RECEPTION
2:30 - 4:00

**What Do You
Understand by Technology
in Science Education?**

Helio Takai (Mathematics and Science)

Hooray, we've made it into the 21st century! However, we are not problem free. Society is changing quickly and students are exposed to new experiences at a fast pace. A challenge in education is to understand how we prepare students to become citizens in the "Brave New World". Educating students in this environment is as challenging as predicting what their future will be. Technology in the classroom still translates as using computers in the classroom for content delivery and evaluation.

We forget that we are surrounded by all kinds of technology but it is rare to see them being used in the educational setting. The poster describes how we can use technologies such as 3D printers, laser cutters, open source software and components from the hobby market in the teaching of physical sciences. More than a dozen hands-on activities were developed as small projects at the Stony Brook University class, Special Topics for Physics Teachers. I will discuss how this teaching methodology could be introduced at the undergraduate level and in particular for the Pratt student.

