

PRATT INSTITUTE
Teaching + Learning

Fall Forum on

Frameworks for **EQUITY & INCLUSION**

September 20, 2019

SCHEDULE-AT-A-GLANCE

| | |
|---------------|----------------------------------|
| 8:30 am | Breakfast |
| 9:00 - 9:30 | Welcome |
| 9:30 - 10:30 | Keynote Address |
| 10:35 - 12:10 | Faculty Frameworks in Short Form |
| 12:10 - 1:10 | Lunch and Poster Sessions |
| 1:10 - 2:00 | Panels |
| 2:10 - 2:50 | Interactive Session |
| 2:50 - 3:00 | Closing |

Following the Forum, you will be able to access the full details of the program, faculty presentations and posters on the CTL website (commons.pratt.edu/ctl/).

WELCOME & KEYNOTE

Greetings

Donna Heiland
Vice Provost for Academic Affairs

Introductory Remarks

President Frances Bronet
Provost Kirk E. Pillow

Introduction of Dr. Tia Brown McNair, keynote speaker

Nsombi Ricketts
Vice President for Diversity, Equity, and Inclusion

Keynote Address

Dr. Tia Brown McNair

*Vice President in the Office of Diversity, Equity, and Student Success
and Executive Director for the TRHT Campus Centers at Association of
American Colleges and Universities (AAC&U)*



Dr. Tia Brown McNair is the Vice President in the Office of Diversity, Equity, and Student Success and Executive Director for the TRHT Campus Centers at Association of American Colleges and Universities (AAC&U) in Washington, DC. She oversees both funded projects and AAC&U's continuing programs on equity, inclusive excellence, high-impact educational practices, and student success, including AAC&U's Network for Academic Renewal series of yearly working conferences. McNair also directs AAC&U's Summer Institute on High-Impact Educational Practices and Student Success. McNair serves as the project director for several AAC&U initiatives: "Truth, Racial Healing and Transformation Campus Centers," "Strengthening Guided Pathways and Career Success by Ensuring Students are Learning", and "Purposeful Pathways: Faculty Planning and Curricular Coherence." She directed AAC&U's projects on "Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success," "Advancing Underserved Student Success through Faculty Intentionality in Problem-Centered Learning," "Advancing Roadmaps for Community College Leadership to Improve Student Learning and Success," and "Developing a Community College Roadmap. McNair chaired AAC&U's Equity Working Group that was part of the General Education Maps and Markers (GEMs) project that represented a large-scale, systematic effort to provide "design principles" for 21st-century learning and long-term student success. She is the lead author of the book *Becoming a Student-Ready College: A New Culture of Leadership for Student Success* (July 2016). McNair is a co-author on the publication *Assessing Underserved Students' Engagement in High-Impact Practices*. Prior to joining AAC&U, McNair served as the Assistant Director of the National College Access Network (NCAN) in Washington, DC. McNair's previous experience also includes serving as a Social Scientist/Assistant Program Director in the Directorate for Education and Human Resources at the National Science Foundation (NSF), Director of University Relations at the University of Charleston in Charleston, West Virginia; the Statewide Coordinator for the Educational Talent Search Project at the West Virginia Higher Education Policy Commission; and the Interim Associate Director of Admissions and Recruitment Services at West Virginia State University. She has served as an adjunct faculty member at several institutions where she taught first-year English courses. McNair earned her bachelor's degree in political science and English at James Madison University and holds an M.A. in English from Radford University and a doctorate in higher education administration from George Washington University.

FACULTY FRAMEWORKS IN SHORT FORM

Introduction of faculty presentations

Judit Török, Director
Center for Teaching and Learning

Faculty Frameworks in Short Form - Round 1

Critique Catalog: An Open Archive of Critique Techniques
Gaia Hwang & Camille Martin-Thomsen

Utilizing Intersectionality to Empower Instruction
Genevieve Leonard

Performing Inclusivity & Empathy
Karin Tehve

Change is Essential: Evolving critical pedagogies in creative arts therapy
to empower new clinicians
Lauren D. Smith & Glenn Smulyan

White Man in the Middle, Use of Self, and the Power of Transformative
Learning
Christopher M. Shrum

Faculty Frameworks in Short Form - Round 2

Start Your Course with Coffee: A Module for Starting the Semester
Erica Morawski

Experiments in De-centralized Grading Strategies
Bethany Ides

Different platforms, different voices: how a switch to online discussion
changes patterns of class participation
Christopher X J. Jensen

Art and Activism in Museums in a Postdigital World
Tula Giannini

Learning from Site, Peer, and Self
Swati Piparsania

LUNCH & POSTER SESSIONS

Field

Mrinalini Aggarwal

Sustainability Matters

Tony Gelber & Carolyn Shafer

Researching tools to create equitable and less hostile reviews for undergraduate architecture students by incorporating student input in the process of organizing mid and final reviews

Ane Gonzalez Lara

Strategies and Considerations for Multilingual Studio Classrooms

Amanda Huynh

Redesigning critique practices in Higher Education. A study on the impact of reducing faculty authority during assessments

Gaia Hwang

Applying Inclusive Design Principles to Studio Learning

Fanny Krivoy

Studio Language – an interdisciplinary approach to cultural and language learning through studio pedagogy

Natalie Moore

International students at Pratt: demographic growth, academic needs, and teaching ideas

Kristin Oberheide

Accessibility

Heather Shpiro

Learning Support

Heather Shpiro

Open to ... Customized learning outcomes

Pirco Wolframm

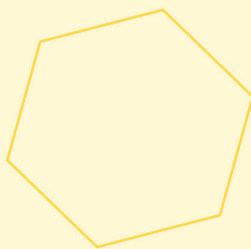
PANELS

Red Summer Remembered: Cultural Trauma and Commemorative Art Practices

Arlene R. Keizer, Wendel White & Casey Ruble

Reframing Mastery and Inquiry

Saul Anton, Heather Horton, Uzma Rizvi, Maria Sieira & Karyn Zieve



INTERACTIVE SESSION

Introduction of Visiting Artist, Shaun Leonardo ***Jane South, Chair of Fine Arts***

Shaun Leonardo

Shaun Leonardo's multidisciplinary work negotiates societal expectations of manhood, namely definitions surrounding black and brown masculinities, along with its notions of achievement, collective identity, and experience of failure. His performance practice, anchored by his work in Assembly – a diversion program for court-court-involved youth – is participatory in nature and invested in a process of embodiment.

Leonardo is a Brooklyn-based artist from Queens, New York City. He received his MFA from the San Francisco Art Institute, is a recipient of support from Creative Capital, Guggenheim Social Practice, Art for Justice, and A Blade of Grass, and was recently profiled in the New York Times. His work has been featured at The Guggenheim Museum, the High Line, and Recess with a current exhibition at the New Museum. Leonardo joined Pratt Institute as the School of Art Visiting Fellow in fall 2018.

<http://elcleonardo.com/>



FACULTY FRAMEWORKS IN SHORT FORM

Critique Catalog: an open archive of critique techniques

Gaia Hwang, Graduate Communications Design
Camille Martin-Thomsen, School of Design

Generating a single definition of critique would be an impossible task that might not be even desirable: a definition of critique would always be inadequate unless it emerges from the combination and comparison of multiple approaches from different disciplines and practices. Many traditions across Pratt Institute embody the legacy of a particular discipline, school, department or faculty cohort: much knowledge and expertise have been put in generating tools to practice critique.

Our research explores studio-based critique typologies and pedagogical approaches used collectively across disciplines. In this presentation, we will introduce the results of a group effort to understand and rethink critique practices in Art and Design education. We will showcase and distribute the first iteration of a participatory open archive of critique techniques, informed by the data gathered during the Crit the Crit FLC.

We will also share a tool to collect additional entries from different disciplines, approaches, and pedagogical styles. This catalog serves a platform to rediscover critique and explore new methods, furthering the discourse.

Critique, Pedagogy, Catalog

FACULTY FRAMEWORKS IN SHORT FORM

Utilizing Intersectionality to Empower Instruction

Genevieve Leonard, School of Fine Arts / Digital Arts

Intersectionality is a concept that can help educators understand their students' motivation in the classroom. The term, that was first created to describe a branch of feminism, can be re-purposed to better understand the 21st century learning experience. An instructor's pedagogy must evolve to accommodate classrooms that are populated with students who have diverse learning styles, family structures, citizenship, genders, race, etc. The talk will identify issues that exist within lecture only lesson plans, explore the consequences, hypothesize alternatives - that include the entire student experience from housing to mental health, and conclude with a discussion about goals. Recognizing a student's motivation will have a ripple effect that can help a student mature into a working artist who will continue their involvement in the professional and academic community.

Intersectionality, Pedagogy, Re-purpose

FACULTY FRAMEWORKS IN SHORT FORM

Performing Inclusivity & Empathy

Karin Tehve, Interior Design

Bodies in space transmit intersectional clues about identity (race, ethnicity, age, able-bodiedness, gender-identity, class). Any of these characteristics can effectively constitute a boundary condition for those who have reason to fear recrimination for how-they-appear. Those who cannot appear are invisible, unrepresented in spaces labelled public.

In 2017 & 2018, I taught a senior options studio in Interior Design concerning design strategies to strengthen the role of the urban public interior as a component of public city life. In order to demonstrate some of the invisible mechanisms of exclusion, I asked the students to conduct their case-study analysis of existing public interiors as tours- in person, as a group. This required the students to conduct themselves in manners appropriate to a classroom that within (supposedly) public interiors might constitute grounds for eviction. This presentation proposes that performed fallibility translated into empathy regarding access as seen in the students' completed designs.

#Public_space, #Interior_design, #Empathy

FACULTY FRAMEWORKS IN SHORT FORM

Change is Essential: Evolving critical pedagogies in creative arts therapy to empower new clinicians

Lauren D. Smith MPS LCAT ATR-BC CCLS, School of Art/Creative Arts Therapy

Glenn Smulyan MPS LCAT ATR-BC CCLS, School of Art/Creative Arts Therapy

As Creative Arts Therapists, we hold the vantage point of training new therapists while serving diverse populations in the field. The evolution and critique of pedagogy occurs within and across learning spaces: theoretical spaces; experiential spaces; within therapeutic relationships; in the field of practice itself; and within the self. Approaches to mental health care, rooted in Western, ego-centric, white male-dominated theoretical infrastructures now prompt contemporary psychotherapists to ask critical questions that name and dismantle systems of oppression, embedded racism and bias towards underserved and vulnerable clients. Questions emerge: “Is our classroom a political space?” “How do inherent power differentials in the classroom impact student experience and agency when discussing themes of power and privilege in therapeutic spaces?” This poster shares our commitment to this process: self-reflection, disagreement, anxiety and fragility about change and tolerating discomfort. Our modalities invite us to dig deeper and discover what it has to offer.

Decolonizing creative arts therapy; Experiential Learning; Trauma-informed educators/ trauma-informed providers

FACULTY FRAMEWORKS IN SHORT FORM

White Man in the Middle, Use of Self, and the Power of Transformative Learning

Christopher M. Shrum, School of Art/Design Management

In recent years, a growing number of White men have joined the diversity conversation. However, opportunity exists to sustain their engagement and reach a broader White male community to be full partners in diversity. This proposal considers two theories of change, Use of Self as an Instrument of Change (Seashore, 2005) and Transformative Learning Theory (Mezirow, 1997), as well as introduce a series of dialogic methods such as White Man in the Middle, a fishbowl experience I designed as a doctoral student, and Sustained Dialogue, a transformative dialogic process designed by Hal Saunders to deal with deep rooted human conflict. The presentation will also offer teaching techniques associated with Use of Self that promote transformation and reflection to engage faculty, staff, and students in a process to realize personal and professional growth.

Transformation, Use of Self, Dialogue

FACULTY FRAMEWORKS IN SHORT FORM

Start Your Course with Coffee: A Module for Starting the Semester

Erica Morawski, SLAS/History of Art and Design

This presentation analyzes a module that I developed for starting the graduate-level History of Industrial Design. While the module was developed as a means to introduce students to scholarly writings through a familiar object—the coffeemaker, it quickly became clear that the topic of the module, and more broadly the culture of coffee consumption, offered a fruitful opportunity for community building. This presentation will discuss how the module aimed to set the tone and standards for the course. It combined scholarly rigor—working through tough texts, interrogating objects—with community building—making and drinking coffee in class—in a way that helped create a community atmosphere where cultural difference was valued and priority was placed on inquiry and the process of knowledge acquisition. Thus, students positioned themselves as active learners on a personal and collective journey that would continue beyond the end of the semester.

Community Building, Cultural and learning diversity, Active learning

FACULTY FRAMEWORKS IN SHORT FORM

Experiments in De-centralized Grading Strategies

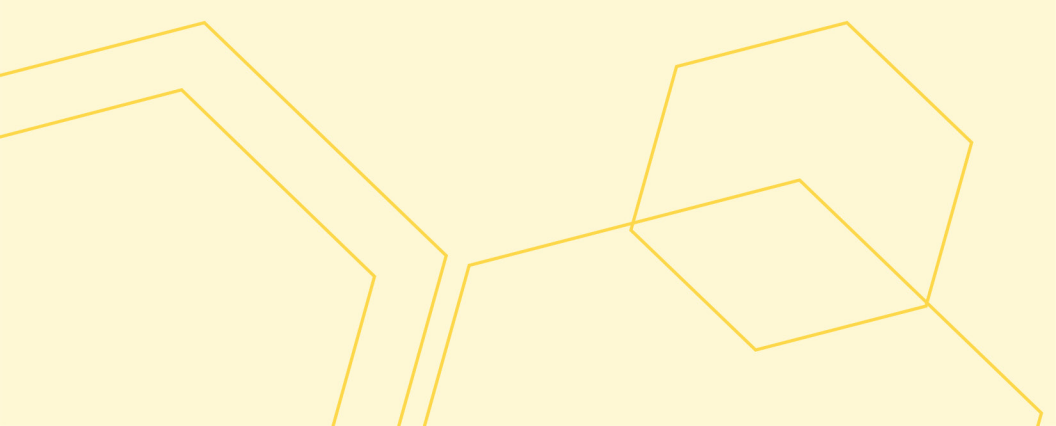
Bethany Ides, Humanities & Media Studies, Liberal Arts

What aspects of trust between the individual student, the professor, and the collective learning community are reflected in a grade? Can open conversations about students' own history with grading inform an ethos of inclusivity in the class as a whole?

In my teaching at Pratt, I have experimented with several strategies for radically re-configuring grading. My goal in this experimentation has been to facilitate a reflective conversation with students about equity and accountability that continues to develop throughout the semester. It is often an invigorating (an occasionally exhausting) struggle for both the students and myself to actively challenge inherited structures of authority embedded in the institution in favor of new, strange, more de-centralized models.

In this presentation I will share some tested methods as well as examples of student approaches and ideas about the process in an effort to stimulate broader conversation about what else is possible in grading.

Evaluation, Accountability, Empowerment



FACULTY FRAMEWORKS IN SHORT FORM

Different platforms, different voices: how a switch to online discussion changes patterns of class participation

Christopher X J. Jensen, Math & Science

Although my courses give students the opportunity to participate in a variety of ways, I generally conduct class discussions using a spontaneous, instructor-driven, face-to-face model of Socratic dialogue. My impression has always been that this discussion mode privileges some students while excluding others. Here I test this hypothesis by comparing the participation rates of students during general class discussions with their participation rates during a week-long asynchronous online activity that was more student-driven. My results do not demonstrate a strong division among students in their preferred learning environment for participation, but do suggest that some students may thrive when allowed to participate asynchronously and with greater personal distance. My findings imply both the need to accommodate a wider diversity of students with a wider diversity of participation opportunities and the need to design better studies to understand how learning environment affects the participation rate of different students.

Participation in Class, Discussion Platform, Diversity of Opportunities

FACULTY FRAMEWORKS IN SHORT FORM

Art and Activism in Museums in a Postdigital World

Tula Giannini, School of Information

This presentation draws on my research and publications around art and activism as a force for social transformation related to diversity and inclusion across the art sector and education in the arts. Museums are seen increasingly as contested space, as if a public square set at the heart of activist movements coalescing around MeToo, decolonize, repatriation, cultural appropriation, LGBT, and women's rights. With a rapidly emerging predilection for blending art with politics and social justice, artist activists are creating powerful works that not only deliver political punch and readable messages but stand for new forms of artistic expression, ways of seeing and aesthetics. What has made these movements more effective change agents than ever, is the impact of our global digital ecosystem to which we are all connected, a place where people are communicating sans cesse, setting the stage for things to go viral and shine light on social justice causes and crises. Artists and activists are playing a critical role in transforming museums for 21st century digital culture - so that what we see and experience in museums and galleries, goes beyond their walls, changing cultural narratives and the stories we tell through art, about ourselves, our identity and the environment. My presentation shows examples of art and design activism in real-life action.

Activism, Art, Diversity

FACULTY FRAMEWORKS IN SHORT FORM

Learning from Site, Peer, and Self

Swati Piparsania, School of Design/ Industrial Design

This proposal is based on my learnings from a course called 'Body as Site' in Industrial Design Program. The class curriculum aimed at teaching a critical design practice where the students studied body behaviors of comfort, play and desire to construct objects for Prospect Park. The outcome was celebrated among students and faculties for extraordinary product proposals but I believe the more significant learning was towards students' will to pursue intellectual openness and pleasure in sharing.

I want to focus my presentation on three key ideas- Learning from Site, Learning from Peers, and Learning from Self. 'Learning from Site' conducts research driven by cultures of neighborhood, interpersonal histories and function of a place. This field work provides students with content that is not purely self initiated but rather they are motivated by powerful stories of different peoples. 'Learning from Peers' is to actively recognize that each student has a unique set of knowledge and experience to share. This method especially aims at creating inclusive spaces in curriculum by building relationship between students through intimate discussions and conversations. 'Learning from Self' promotes personal life experiences as knowledge forms. It aims to empower student's identities for path finding and critical analysis as radical pedagogy.

I believe an inclusive pedagogy must develop a classroom as resource, recognize each student's presence and build safer spaces for communication.

Neighborhood, Relationship, Openness

POSTER SESSION

Field

Mrinalini Aggarwal, Fine Arts

How can teaching and learning classroom environments reflect the diverse needs of contemporary arts practices that rely more firmly on inter-disciplinarity, collaboration, project-based or site-conditioned approaches? Through methodological changes in learning environments, could we further impact and promote emergent and experimental forms of art making?

My research project 'Field' seeks to identify the ways in which the contemporary art classroom could promote diversity in approaches to art making. Field is multi-year project that builds conversations between Art, Architecture and Landscape. Proposed as a series of workshops through Fall 2019 and Spring 2020, Field is an arena for encounters, discussions and debates that develop contemporary discourse around public art, land art, and community action. Drawing upon the the critical essay authored by Rosalind Krauss in 1979, 'Sculpture in the Expanded Field', and the subsequent symposium held at the School of Architecture, Princeton University in 2007, 'Rethinking the Expanded Field', amongst others, the workshops will host research seminars and prototyping studios within the Dekalb Gallery and its exterior lawn space.

Expanded Field, Site Approaches, Learning Environments

POSTER SESSION

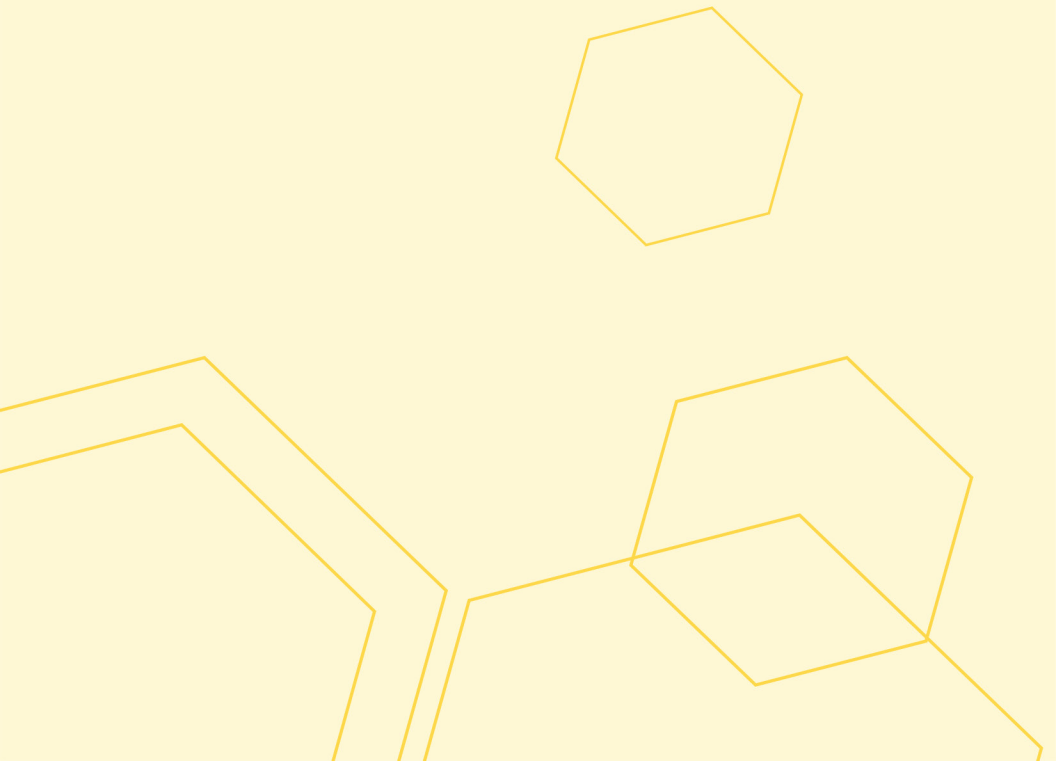
Sustainability Matters

Tony Gelber, Administrative Sustainability
Carolyn Shafer, CSDS

We would like to show faculty and students the power and potential positive impacts of designing sustainable habitats and products (world - city, building, product, event, green space) for all cultures, all peoples and all species, plant and animal.

The introduction of country, region and city specific issues in sustainability - water, food, energy, housing, biodiversity will help students understand the similarities and differences between cultures and species and how to design win, win, win solutions to make the world a better place. Pratt students will be the design leaders for the next 30 years. We would like to excite and enable them to design a sustainable, equitable, inclusive, diverse world for All.

Sustainable, Equitable, Design



POSTER SESSION

Researching tools to create equitable and less hostile reviews for undergraduate architecture students by incorporating student input in the process of organizing mid and final reviews.

Ane Gonzalez Lara, Undergraduate Architecture/Architecture

The poster will present the progress of the work done at Pratt's faculty learning community focused on exploring inclusive practices.

The research will take place in both Fall and Spring semesters of the 2019-2020 academic year. The classes wherein research will be conducted are: ARCH 301 Third Year Comprehensive Design I and ARCH 302 Third Year Comprehensive Design II. While these classes will have twelve sections, the project will only encompass the students of one section per class. During the semester, there will be two ways of collecting data: observational research and questionnaires.

The collected data will be used to implement changes in the review process and understand what are the changes that faculty can incorporate in their reviews in order to reduce the stress and confrontational aspects of reviews and ultimately create more equitable and less hostile reviews in undergraduate architecture program

Review, Architecture, Inclusive

POSTER SESSION

Strategies and Considerations for Multilingual Studio Classrooms

Amanda Huynh, Industrial Design

Providing respectful, critical, and constructive feedback is a challenge for students whose first language is not English. This is especially true of students who come from high-context learning environments and may not be accustomed to the participatory nature of a studio critique. This presentation will share strategies that allow students time to properly reflect by creating low-stake situations and alternative opportunities for participation. Cultivating a non-judgemental space for a group of students to allow for dialogical, supportive critiques can be done through the structure of assignments, allowing for different modes of feedback, and establishing expectations for the studio culture from the beginning.

Multilingual, Inclusivity, Critique

POSTER SESSION

Redesigning critique practices in Higher Education. A study on the impact of reducing faculty authority during assessments.

Gaia Hwang, Graduate Communications Design

In 2016 we redesigned the first year mid-term review and the Thesis Defense in the Graduate Communications Design Program. These changes aim to resituate teacher authority and student agency and implement the most recent findings on successful assessment. They de-emphasize expert knowledge and authoritative practices. The primary aim of this study is to explore the impact of these changes on the student experience and program culture. Building a legible culture is essential to increase student sense of belonging and community. Strong organization cultures have been linked to higher rates of productivity and participation. Students tend to be more motivated and dedicated when they identify with the program goals and vision.

How does the change in critique techniques has influenced the culture of the program? How students express their experience in relation to these changes? How do faculty describe their authority in the classroom? The results of this study inform future strategic changes in the program as the analysis of students' perspectives can provide insights on how to improve their wellbeing and satisfaction.

Critique, Authority; Culture

POSTER SESSION

Applying Inclusive Design Principles to Studio Learning

Fanny Krivoy, Communications Design

Students learn in different ways. The goal of an inclusive pedagogical approach is to shift our teaching models to a more student-centered approach, paying attention to the different background, learning styles, and abilities of all the learners in our classes. By making the student an active participant and the center of the process, we allow each individual to be fully present and feel equally valued, and thus give their best and learn the most.

My goal is to achieve cognitive inclusion in the classroom/studio setting by adapting our teaching methods and assessments to the individuals. My focus is on two interventions:

2. Deconstruct a large project into smaller agile components, I believe that this methodology will allow those students struggling for any reason to comprehend, participate, learn. If for any reason a student missed or did not perform well in one of the components, then it's easy to recover and catch up with the rest of the class. The accumulative step by step process builds towards completing the overall goals at the end of the semester.

2. Involve the students in the development and reviews of their own work, overseen by me. As part of the short agile cycles, there will be weekly review in class of each particular module. Each week, this review will be done in a different format: classic pin ups only for major milestones, pairing students in teams of 2s, 3s, 4s, etc; running in-class workshops and design thinking working sessions involving multivoting and shareouts.

Inclusive design, Deconstructing, Age

POSTER SESSION

Studio Language – an interdisciplinary approach to cultural and language learning through studio pedagogy

Natalie Moore, Foundation

This poster illustrates interdepartmental development of a course for international students, Studio Language, co-run by Foundation and Intensive English programs. The central goal of this course is to support English language learners' success in specific language and culture of studio instruction in the US. Understanding that this linguistic/cultural space is part of a long, historical, and culturally contingent tradition, the aim is to make the expectations and skills needed to succeed in this context explicit, and to provide activities and projects in which these skills are practiced and enhanced. Student ownership and empowerment over their learning is a key focus.

In addition to creating visual projects, students build the vocabulary they need to develop rich, in-depth descriptions, insightful evaluations, and constructive analyses of their own and their classmates' visual works; they develop skills needed to participate fully in critiques while developing their writing skills in constructing creative and reflective narratives.

International, Pedagogy, Inclusive

POSTER SESSION

International students at Pratt: demographic growth, academic needs, and teaching ideas

Kristin Oberheide, Office of International Affairs

International students currently represent more than 37% of the Pratt student body, with a clear trend of growth and demographic shift. The data establishes that how to best academically support our changing population is a critical discussion. I provide an introduction to key concepts and ideas for Pratt faculty to further their knowledge of, and success in teaching, international students. This content inherently contains generalizations and assumptions about a diverse population. Yet, consistent issues and best practices emerge among researchers and practitioners of international student pedagogy. International student support strategies can be applied to and benefit all student learning. Awareness of these concepts can aid staff and fellow students understanding of and appreciation for international student perspectives, and improve our common experience. We have significant opportunity to innovate and enrich the internationalization of our campus. As a new member of the Pratt community, my goal is to invite dialogue and further engagement on this vast, challenging, and fascinating topic.

International students, Cross-cultural adjustment, Academic support

POSTER SESSION

Accessibility

Heather Shpiro, Learning Access Center

The L/AC coordinates access for students with disabilities. Students with disabilities can enroll with the L/AC to determine and receive reasonable accommodations for classroom, housing, and other campus settings. The L/AC maintains confidential records of documentation of disability for all current and prospective Pratt students who identify as having disabilities, including learning disorders, ADHD, psychological/psychiatric conditions, chronic illnesses, physical/mobility conditions, blindness, low vision and hearing loss, and temporary disabilities. After meeting with the student and conducting a review of the documentation and individualized student needs, the L/AC determines and coordinates individualized academic accommodations.

Accommodations, Accessibility, Disabilities

Learning Support

Heather Shpiro, Learning Access Center

The L/AC has academic coaching and tutoring services available to ALL Pratt students at both the Brooklyn and Manhattan campuses. Students can meet with staff, explore assistive technology, and take part in student success programming. All Pratt students have the opportunity to work with professional and/or peer academic coaches and tutors. Academic coaching is a holistic approach to academic support to ensure students develop the skills they need to succeed in college—and beyond! Students work one-on-one with an academic coach to create a plan to help them work efficiently and effectively.

Coaching, Learning support, Tutoring

POSTER SESSION

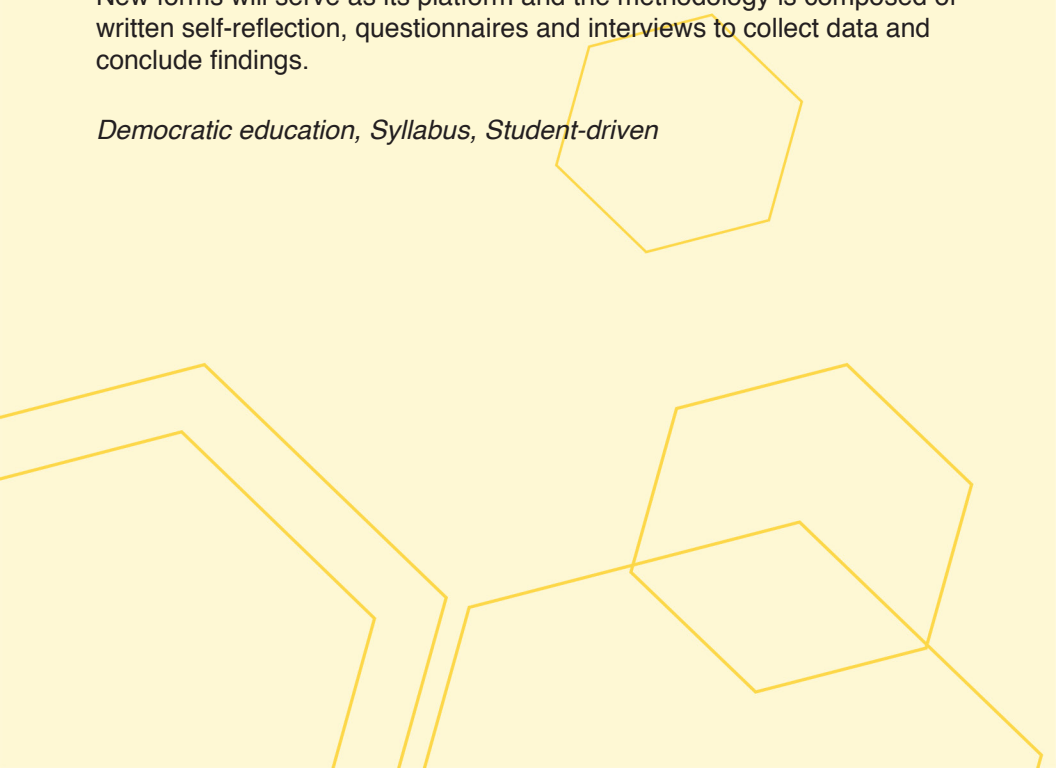
Open to ... Customized learning outcomes

Pirco Wolfframm, Undergraduate Communications Design

What happens when design students are encouraged to modify or add learning outcomes specific to their learning styles, needs or interests to a studio course syllabus?

Inferring that design education in communication design perpetuates a canon and assumptions about itself that requests students of all backgrounds to learn rarely questioned tools, skills and methods as per the canon, opportunities exist to contribute to the discipline in ways that would expand and evolve its definition as well as educational approaches in the field. This case study invites students to participate in the shaping of a studio course in modifying or adding a learning outcome within the existing course rationale. This may address individuals' needs, interests and foci and encourage reflection about design education and positions in the discipline. A section of the course COMD 381 Integrated Viscom 2: New forms will serve as its platform and the methodology is composed of written self-reflection, questionnaires and interviews to collect data and conclude findings.

Democratic education, Syllabus, Student-driven



FACULTY PANELS

Red Summer Remembered: Cultural Trauma and Commemorative Art Practices

Arlene R. Keizer, Humanities and Media Studies

Wendel White, Distinguished Prof. of Art and American Studies at Stockton University;

Casey Ruble, Visiting Artist at Fordham University

Our panel, proposed for the centennial of the intense racial conflicts referred to as the “Red Summer” of 1919, explores the legacy of this eruption of white-supremacist violence across the United States through the lenses of visual art and biographical/literary/visual analysis. The two visual artists on the panel, Wendel White and Casey Ruble, have created contemporary works that speak back to the initial events of 1919. The scholar-writer on the panel, Arlene R. Keizer, addresses three paintings by an artist deeply affected by the racial violence of 1919: the African American painter Beauford Delaney, who endured the Knoxville, TN “race riot” and suffered post-traumatic stress symptoms in later years. Our focus on the racist violence of the early twentieth century is, of course, attuned to the present resurgence of attacks on people identified as “non-white” across the United States and Europe. Each presenter will speak about our research into this subject and the challenges of teaching difficult subject matter of this kind in the college and art-school classroom.

Interracial Violence, Commemorative art, Historical trauma

FACULTY PANELS

Reframing Mastery and Inquiry

Saul Anton, Humanities and Media Studies

Heather Horton, History of Art and Design

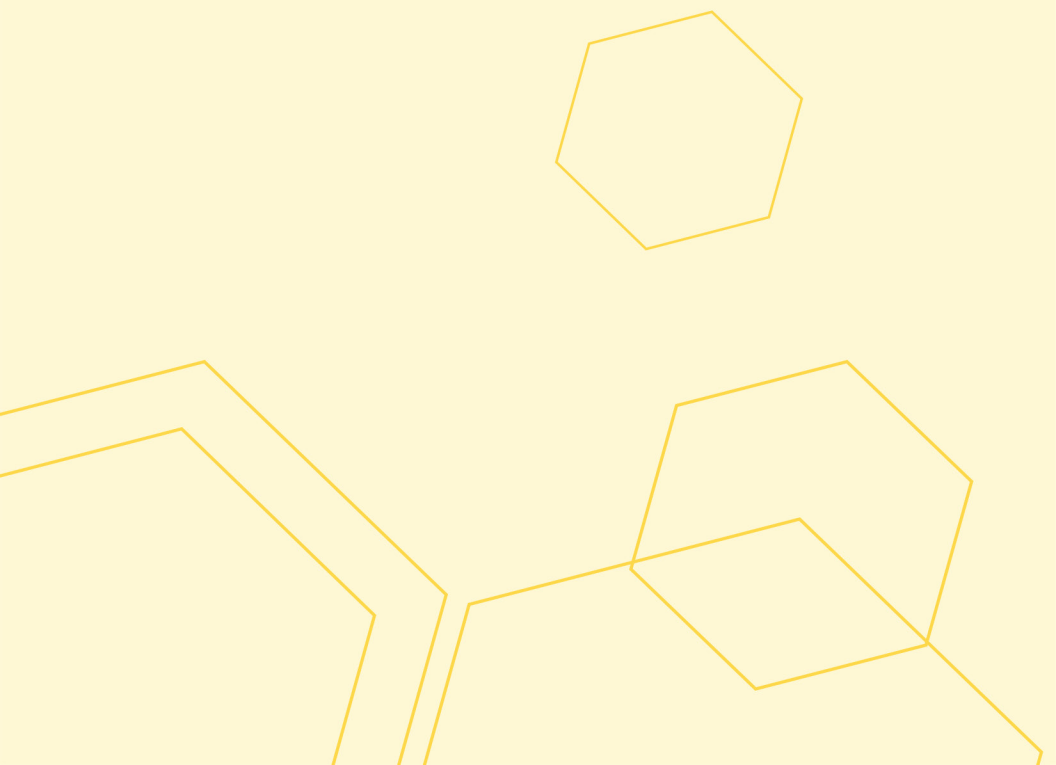
Uzma Rizvi, Social Science and Cultural Studies

Maria Sieira, Graduate Architecture and Urban Design

Moderator: Karyn Zieve, History of Art and Design

This common but controversial pedagogical pair - mastery and inquiry - provide a springboard for discussion about diverse ways to teach history, with particular attention to notions of a “survey” and “canon”. Panelists will begin the conversation with consideration of some of their classroom techniques, addressing topics such as: the culture of memory, the ethics of historical research, how contemporary artists model new approaches to the histories of art, as well as the use of architecture’s ‘ voracious vernacular’ to illuminate culturally diverse perspectives.

#Inquiry, #Teachinghistory, #Whosecanon





Pratt's Center for Teaching and Learning fosters a collaborative faculty community that supports inclusive and intercultural pedagogies for diverse learners.

Join us for ongoing programming, such as:

- Culturally Responsive Pedagogies
- Inclusive Assignment Design
- Teaching While Learning
- Integrating Mindfulness into Anti-Oppression Pedagogy
- "I like it. It's nice.": Art Critiques with ESL Students
- And more...

Find out more about these events, get involved and RSVP to attend, visit us at: [*commons.pratt.edu/ctl*](https://commons.pratt.edu/ctl)

Thank you to The Forum-Planning Faculty Committee:

Maura Conley, Writing Center, Humanities & Media Studies, Intensive English Program

Heather Horton, History of Art and Design

Heather Lewis, Art and Design Education

Jennifer Logun, Foundation Department

Keena Suh, Interior Design

Jason Vigneri-Beane, Undergraduate Architecture, K-12 Center

Beilin Xu, Pratt '22 Forum visual design

Karyn Zieve, History of Art and Design

Additionally, special thanks to:

Peg Fox, Provost's Office

Alex Ullman, Student Union



G L O B A L
**CLIMATE
STRIKE**
20 SEPT

We respectfully support the millions of people across the world who are striking for the climate today.

Fighting climate breakdown is as much about emissions and scientific metrics as it is about fighting for a just, equitable and sustainable world that works for all of us.

Join Pratt faculty, staff and students as they individually, collectively, and creatively participate after the Forum

globalclimatestrike.net

