

EDGEs Grant Midterm Report

Date: January 22, 2019

Title of Project: Canadian Art and Design Teaching and Learning Forum

Principal Investigator:

Travis Freeman, Educational Developer, Ontario College of Art and Design University (OCAD U)

Co-investigators:

Paul Maher, Director of Teaching and Learning, Nova Scotia College of Art and Design University (NSCAD)

Grant Gregson, Coordinator Teaching + Learning Centre, Emily Carr University (ECUAD)

Overview of the project:

A learning community connecting teaching and learning centres from Canadian art and design universities formed to focus on the context and challenges specific to studio-based education. The initial goals of this community are to collaborate on a webinar series as well as a formative face to face meeting.

Progress toward stated outcomes of the collaborative project at the midterm point:

Three forum meetings have been held, simultaneously online and in person. Each of the partnering institutions has hosted a forum to date. The time of the session coincides with the lunch hour at the hosting institution. The typical format involves a single presenter or a panel presentation, which occurs live at the host institution and streamed for the other institution. Additional faculty and staff members participated remotely. The general format included a presentation followed by questions and discussion. Following the online discussion, each institution would facilitate short in-person informal discussions offline.

Three additional forum meetings are scheduled for the winter of 2019. The format of the presentation has evolved wherein the forums will feature a panel with faculty from multiple – or all – participating institutions. These sessions are still in development; however, the topics will include:

- Experiential Learning in Art and Design Universities,
- Practice Based PhD programs in Art and Design within Canada, &
- Indigenous Learning and Decolonizing initiatives in Art and Design Universities in Canada.

The funding from the EDC will include a face-to-face meeting of the Educational Developers from each of the participating institution. This is a key component of the project and during this session we expect that the professional development opportunity this project offers will be fully realized. This meeting is scheduled to take place in May 2019 in Toronto, and will include sharing of projects, resources and shared challenges as well as a brain storming session on future collaboration.

October: Hosted at NSCAD

This Teaching + Learning Forum will explore why teaching students digital skills alongside analogue is an advantageous strategy, applicable to different areas of the curriculum.

Session Description:

Some areas of studio coursework seems to be naturally suited to analogue or hand generated processes. With an emphasis on physical experience and materiality along with skills acquisition in process, such coursework is a cornerstone of disciplinary education across the arts. Are digital processes incongruent within this context?

Three NSCAD faculty from the Craft and Design Divisions bring to this discussion different approaches on integrating digital technology within their studio coursework. Whether its to foster or encourage deeper exploration and discovery through the introduction of a new medium; or to highlight the analogue heritage of digital processes—time is devoted to engaging students on using or learning digital technology. What are the benefits to faculty and learners alike within these approaches to teaching?

“Digital Discovery: Exploring the digital for a new visual language”

Jennifer Green (Textiles Faculty)

“Connecting Analogue and Digital Design”

Glen Hougan (Design Faculty)

“The Digital Advantage... integrating technology in teaching & making”.

Greg Sims (Jewellery faculty)

Attendance: 15 at host institutions, 11 at partner institutions, 3 online remote.

November 6, 2018: Hosted at OCAD U

Nancy Snow – Analog and Digital Drawing Experiences:

Session Description:

Analogue and digital drawing experiences have more in common than is often assumed. In a variety of contour studies students use pencils and pens, mouse and trackpads, and camera phones in rapid succession, highlighting the affordances of each approach. The goal is not to replace one tool with another, but to deepen the students’ experience and knowledge of drawing across media and material. In a short presentation, Nancy Snow will share her teaching methods for this project along with insights gained and student perspectives. Following the presentation by Nancy, faculty from OCAD U, NSCADU and ECUAD will have time to ask questions, and join the conversation.

Attendance: 13 at host institutions, 11 at partner institutions, 7 online remote

December: Hosted at ECUAD

A cross-institutional panel exploring opportunities for creating inclusive learning environments that support and value linguistic and cultural diversity, through shared resources and dialogue.

Session Description:

The conversation focused on ways of supporting multilingual students who face barriers to education and inclusion and those teachers and staff who work with them. Discussions included illustrating an anti-oppression, social justice framework that acknowledges the larger systemic forces that create social inequality in our community and reflect initiatives to assess and serve the needs of our multilingual student and teacher population by building community across linguist and cultural diversity. Debora will discuss the Multilingual ECUAD Project and the research, resources and initiatives developed over the past year of the project

Panelists:

Debora O – ECUAD

Debora O is a lecturer teaching in the Faculty of Culture and Community at ECUAD. In fall 2018, Debora began coordinated the Multilingual ECU Project with Tara Wren.

Poebe Wang - OCAD U

Pheobe Wang is OCADU's Writing and Learning Consultant (ELL).

Becka Barker - NSCAD U

Becka Barker is an artist and educator of settler ancestry who uses moving images, drawing, language, participatory performance, and collaboration in her work.

Attendance: 10 at host institutions, 14 at partner institutions, 2 online remote

Barriers/challenges encountered and plans for problem-solving:

The largest challenges encountered to date have been around the technology challenges associated with facilitating a live, in-person and online discussion across multiple spaces and time zones. After three sessions the technology is becoming more familiar and less work to set up. We continue to experiment with facilitation formats that allow for easy and fair participation.

Another challenge is time constraints associated with planning among three busy teaching and leaning centres.

Additionally, it has been challenging to support unexpected costs associated with the online/in-person forum, in terms of IT support and paying presenters who are not full-time faculty.

Brief reflections on how this collaborative relationship/partnership has supported your ED career:

Facilitation of this project has required regular meetings of the three investigators. Through this regular contact we have developed a strong sense of collegiality. In addition to planning the forum sessions, we often discuss current challenges or initiatives from our institutions and share resources. We have each at different times reached out to each other, even outside our meetings, to gather help or information about current centre projects. It is clear that the personal connections built through this project will remain in place long after the grant in completed.

The face-to-face meeting will be an opportunity for skills and resources sharing to occur between the different teaching & learning centres. It is proposed that each of the educational developers will bring to

the meeting a personal challenge which the others can offer advice, insight or resources to support skills development.

There is significant potential that the relationships gained between the educational developers and by extension their institutions will enhance the potential for scholarship and research opportunities in teaching and learning in Art and Design higher Education. Already several collaborations are planned for conferences and research.