

Learning Language

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Notes on curriculum language,
development process(es) +
outcomes assessment.

This session deals with the language of learning, and how language audits inform curricular design efforts around learning outcomes creation and assessment.

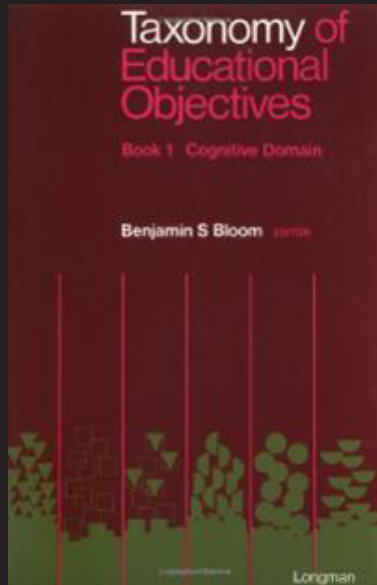
Two major issues will be addressed:

1. Designing process
 - a) Tools
 - b) Adaptive Methods
2. Designing structure
 - a) Outcomes
 - b) Assessment

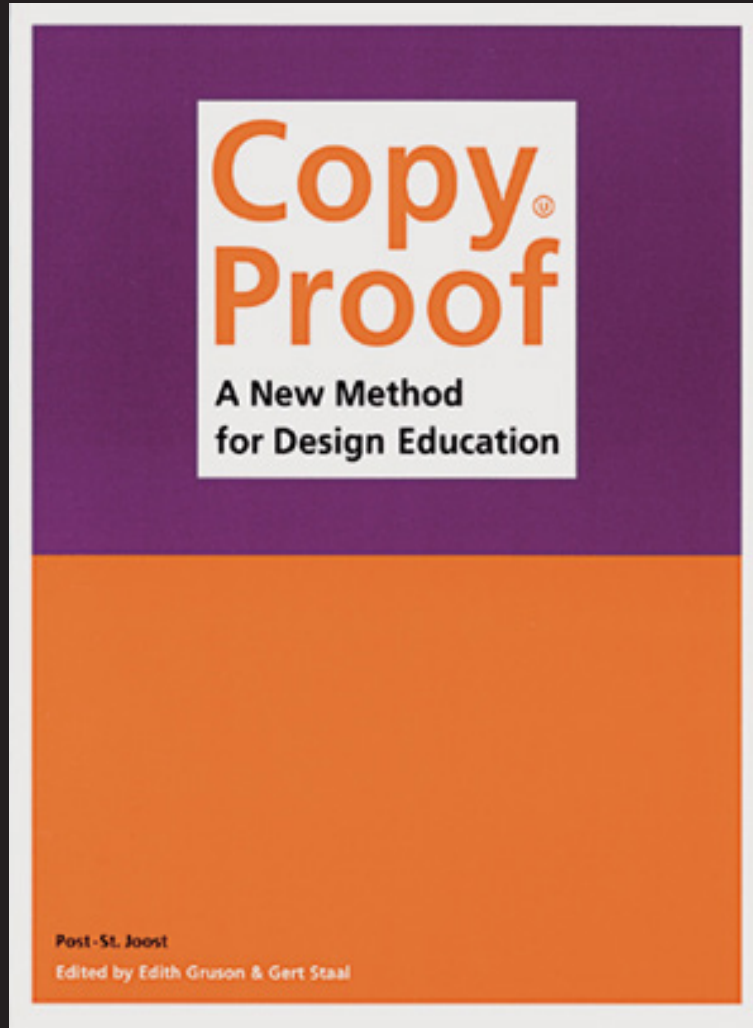
1. Designing process › a. Tools

- *informal faculty-driven meetings*
- *Google Drive (formerly docs)*
- *Bloom's Taxonomy*
- *Wiggins + McTighe's Facets of Understanding*
- *Hofmann, Lupton, LeBorg, Erlhoff; Design Principles*
- *Staal's Design Methodology/Education*

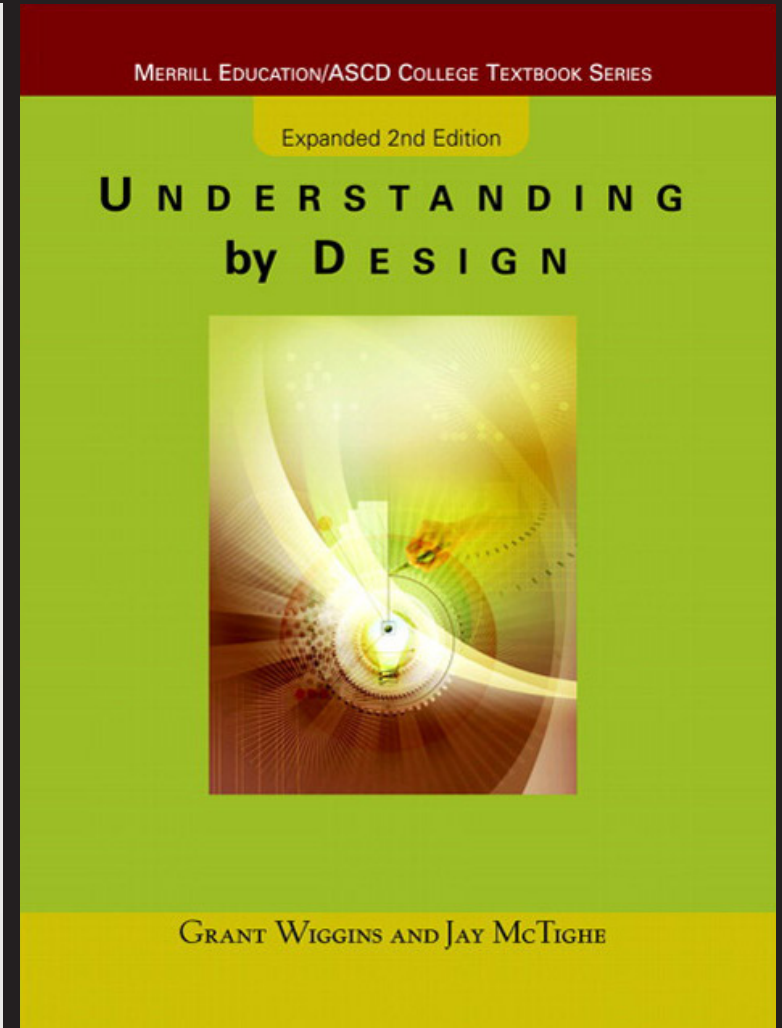
Curriculum Studies, like many disciplines, depends on a specific lexicon to mediate entry into practice, and reify its discourse.



1956

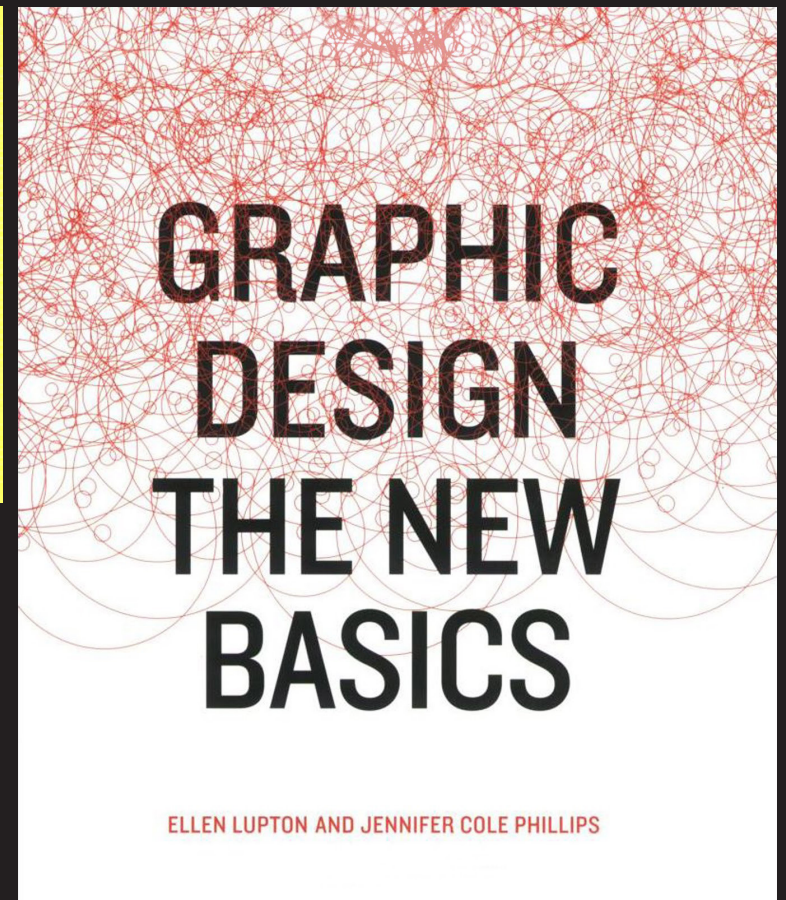
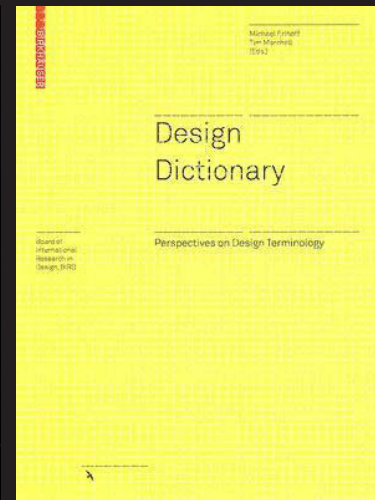
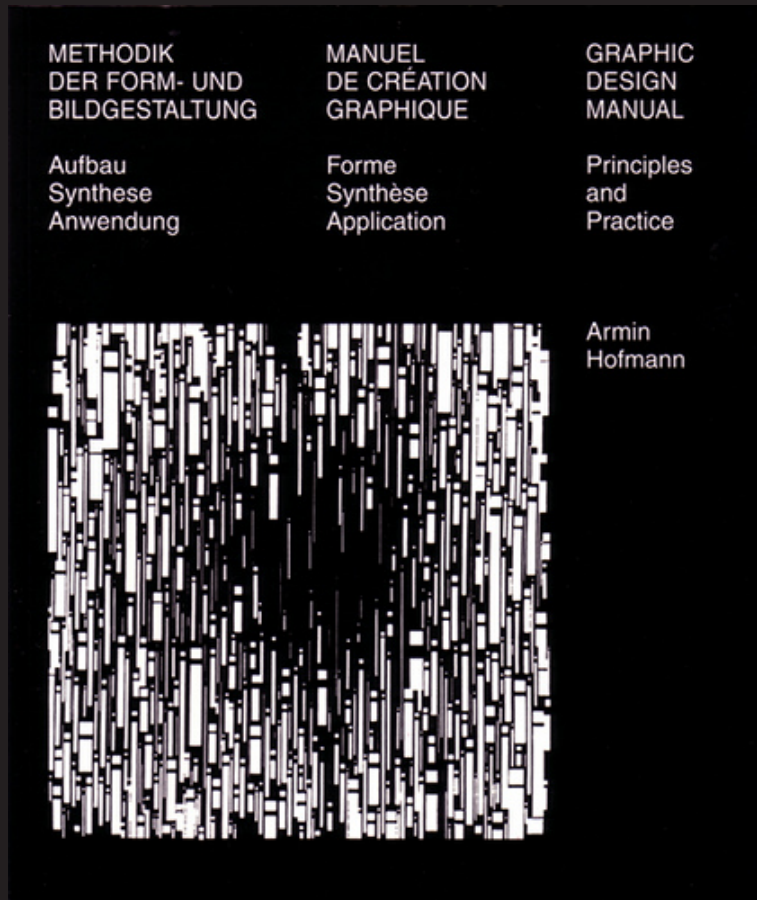


2000



2005

Graphic Design, like many disciplines, depends on a specific lexicon to mediate entry into practice, and reify its discourse.



1965

2005

2008

1. Designing process › b. Adaptive Methods **BEGINS WITH**

- *accumulation of all course descriptions, learning outcomes, key topics and works consulted*
- *identification of repetition, but more so definition*
- *recognition that the audit is temporal and fugitive*

CONCLUDES WITH

- *recognition of linguistic territories*
- *admission of limits within common ground*
- *language as both generative and projective*
- *re-description of domains*

ESTABLISHES RELEVANCE AND SIGNIFICANCE

...to students, practitioners and educators of design

Cognitive > Knowledge

Affective > Voice

Psycho-motor > Craft

Charrette No. 1 Premise

While Bloom's Taxonomy provides language for the overall definition of a learning landscape, it does not advance language germane to specific disciplines.

Charrette No. 1 Scenario

Can Bloom's domains be re-described with disciplinary relevance in mind?

...within 5 minutes?

2. Designing structure › a. Outcomes

BEGINS WITH

- *a recognition that Bloom is coarse-grain*
- *identification of typologies beyond the initial triad of learning domains*

CONCLUDES WITH

- *a division of learning domains that is fine-grain*
- *description of current curriculum delivery, and projection of future curriculum*

1. Voice

- a. Criticality
- b. Engagement
- c. Justice
- d. Ecology

2. Knowledge

- a. Literacy
- b. History
- c. Research
- d. Theory
- e. Practice

3. Craft

- a. Observation
- b. Organization
- c. Colour
- d. Space
- e. Analog
- f. Digital
- g. Communication
- h. Management

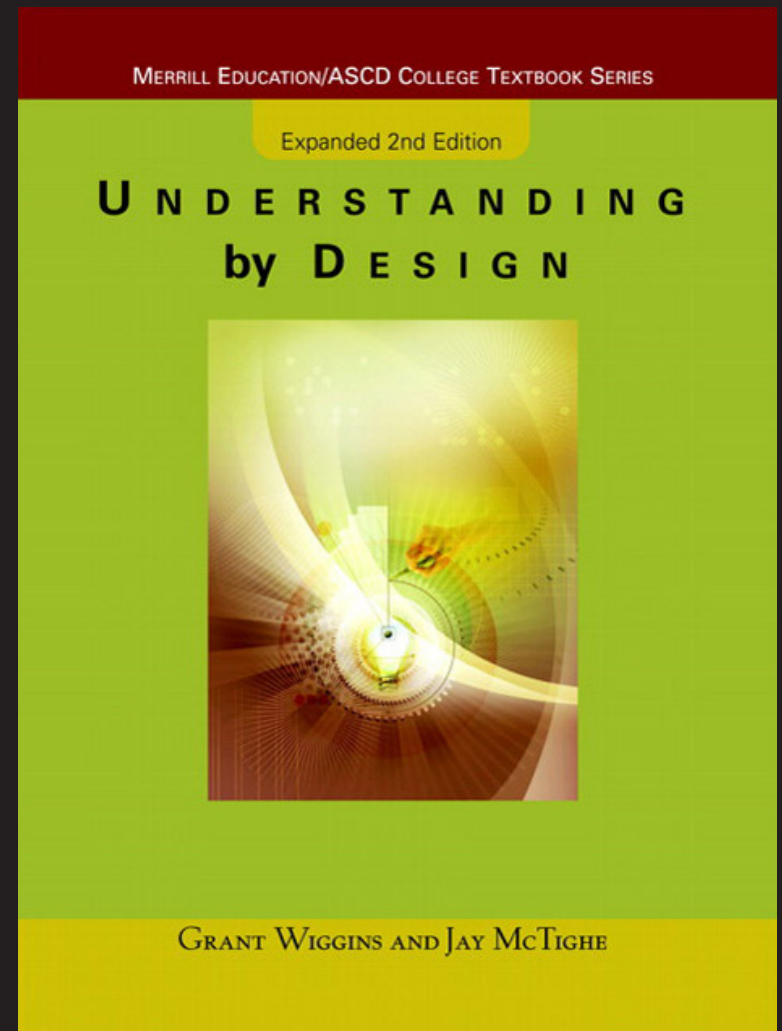
2. Designing structure › b. Assessment **BEGINS WITH**

- *a recognition that Bloom's progression of attainment within domains is coarse-grain*
- *identification of new models of evaluative language that carry disciplinary significance*
- *recognition that models for outcomes assessment share much across design disciplines*

AFFECTIVE DOMAIN

Characterize
Organize >
Value >
Respond >
Receive >

- *6 facets of understanding as a rubric for grounding future evaluation*



ESTABLISHES COHERENCE AND RESONANCE

...with students, practitioners and educators of design

Explanation

Interpretation

Application

Perspective

Empathy

Self-knowledge

Cognitive	>	<u>Knowledge</u>	<u>Explanation</u> <u>Interpretation</u>
Affective	>	<u>Voice</u>	<u>Empathy</u> <u>Self-knowledge</u> <u>Perspective</u>
Psycho-motor	>	<u>Craft</u>	<u>Application</u> <u>(Improvisation)</u>

Psycho-motor >

Craft

Application

Masterful

Skilled

Able

Apprentice

Novice

CONCLUDES WITH

- *a provisional macro-rubric ~ speaks disciplinary*
- *a platform that provides for future development*

The process has approached learning language from two directions; development and assessment;

1. Designing process
 - a) Tools
 - b) Adaptive Methods
2. Designing structure
 - a) Outcomes
 - b) Assessment

While OCAD U is a unique case, the point within this approach to a language audit is one of relevance ...to students and faculty alike,

Thanks.