Sabbatical Proposal: Design and Society
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ABSTRACT

GR M10 - Design and Society course is the original product of Moorpark College, developed by Professor Kasalovic in 2006 to reflect the changes in design education as outlined by the AIGA (American Institute of Graphic Arts). Professor Kasalovic wrote fifteen modules and built an interactive web site for the course discussions and activities. This course is a part of Art, Journalism, Graphic Design, Multimedia and Game Design curriculum. Through real world projects and collaboration with Moorpark College academic departments, student clubs and services, and the administrative departments, students explore design as an agent of change. According to Dean Jennifer Kalfsbeek Goetz, GR M10 – Design and Society ranks highest in productivity within the Digital/Media/Visual Arts Division.

This high productivity is not a result of different and neutral way of teaching from an existing textbook. Since design is a cultural practice, deeply embedded in the fabric of society, in order to reflect the social, economic, political and technological climate in which it has been made and used, design education is in the constant beta state. Keeping this course current requires close collaboration with educational, research, and commercial design organizations, and regular updates of all materials. This has been done through the regular updates during the past ten years. However, local updates are not sufficient to avoid fragmentation of thought and cognitive overload. Since course text and companion web site affect not only the way material is presented and taught, but also the way students think, learn and understand, after ten years this course needs a global update. My sabbatical proposal outlines the course of action to achieve this.

BACKGROUND (2006-2016)

GR M10 - Design and Society class evolved from historical GR M10 - Introduction to Graphics class to reflect the changes in design education as outlined by the AIGA (American Institute of Graphic Arts)
“Design – understood as a systematic, collaborative way of addressing problems and transforming possibilities – is a prime candidate for the new set of studies needed to revitalize higher education.”
 (Bennington College president Elizabeth Coleman)

2000 - Introduction to Graphics Course Description for Catalog:
Introduces advertising, printing, and the history of graphics. Provides practical applications in design, desktop publishing, camera, and various printing processes. Reviews employment trends and opportunities. Field trips will be required.

2006 - Intro to Communication Design Course Description for Catalog:
Fundamentals of communication design including design theory, the language and history of design, and contemporary design practices. Emphasis on basic principles and the human experience in design, including graphic design and advertising, industrial design, environmental design and electronic arts.

2011 - Design and Society Course Description for Catalog:
Examines the fundamentals of communication design including design theory, the language and history of design, and contemporary design practices. Emphasizes the basic principles and the human experience in design, including graphic design and advertising, industrial design, environmental design and electronic arts.

In 2006 Moorpark College Curriculum Committee acknowledged that upon successful completion of this general education course, students will be able to know, appreciate, and apply the following for personal and career purposes:

- Oral and written communication: Introduction to Communication Design requires students to formulate, articulate and communicate ideas related to graphic design in classroom discussion and written assignments.

- Critical thinking strategies to address issues in daily life and globally: Introduction to Communication Design requires students to critically evaluate works of design using theoretical approaches, and compare-and-contrast approaches to design thinking.

- Connections among various disciplines: Connections among various disciplines are at the core of this curriculum. Introduction to Communication Design includes, but is not limited to: Graphic Reporting (connection with Journalism), Social Visualization (connection with Social Studies), Design by Numbers (connection with Science), and Design History (connection with Art History).

- Modes of inquiry and critique in the major disciplines: To fully explore their research topics, Introduction to Communication Design students research and examine the background context, including history, geography, culture, arts, and psychology.

- Methods of finding information and examining it critically: Course Documents for the Introduction to Communication Design include lists of books, and online sources in the following categories: Design History, Design Basics, Visual Perception, Creativity and Problem Solving, Design Production, Graphic Design, Typography, Publications Design, Corporate Identity, Trademarks and Symbols, Information Design, Multimedia, Advertising and Marketing, Design Writing and Portfolio. Critical examination methods include theoretical approaches, and compare-and-contrast approaches to design thinking.

- Common characteristics of humanity amidst the diversity of cultures, both historically and contemporary: Introduction to Communication Design address-

es issues that span time periods and diverse cultures, and/or social sub-cultures, therefore a basic understanding of the characteristic of humanity are essential in this course.

- The role of culture and the arts in society and personal life: The role of culture and the arts are at the core of this curriculum.

*- Self-understanding sufficient to define their own strengths and needs: Most design historians agree that there is not only one definition of design, but that it encompasses a variety of ideas, approaches, and qualities. Introduction to Communication Design presents material with the intention to offer different viewpoints rather than draw conclusions, and identifies an*d applies criteria for forming students' own ideas in relation to design.

2006 - 2011 - course companion web sites updates:

2006 (http://redsparrow.org/gr10/)
2011 (http://redsparrow.org/design-and-society/)

Since each one of the fifteen modules explores a new question (e.g. "Should Design be Beautiful?"), each one is based on a new text that provides context, a new set of discussion questions, and an interactive gallery of design examples. For example:
Module 3: Should Design Communicate? (http://redsparrow.org/design-and-society/moduleThree.pdf)
Module 3 Gallery (http://redsparrow.org/gr10/week3/in_mainframeT3.php)

VALUE TO STUDENTS

Since the Fall 2006 semester, a minimum of two sections of GR M10 course has been offered per semester. On site sections CAP is 40, and online sections CAP is 55. I teach one or two sections of this class every semester. Other instructors are teaching, or team teaching this course as well. Since course material is in need of global update, after the update is complete sharing the COR and course material with other instructors interested and qualified to teach it will be much more effective. This is an IGETC course that requires MA Degree as a minimum qualification.

This course helps GE students by teaching critical thinking through discussions, research and writing. Each week students are asked to discuss real world design projects, and to draw comparisons and conclusions to reflect the weekly topic. Also, it has the potential to reach various types of learners, including at-risk, gifted, ADD and ADHD students, and to address the professional development needs of the community in dealing with diverse learning styles. In order to cater to different learning styles three variations of semester long final project are offered:

1. Designer Case Study (traditional research assignment)

2. Change by Design (proposing and completing projects where design serves as an agent of change, such as Lupus and Diabetes 2 awareness with Moorpark College Health Center, Miracle Barrels gray water recycling project with Moorpark College M&O Department, among many).

3. Design 100, particularly liked by ADD and ADHD students (study od design communication through image making).

Global update of the course will provide students with:

- the opportunity to learn through the new and updated course structure, text, galleries, bibliography, and research activities.

- the opportunity to learn through the new and updated methods of communication with the educational design organizations, including AIGA, World studio and Impact by participating in online activities and submitting class projects per their requirements.

- the opportunity to acquire basic skills through the new and updated methods and techniques in design based learning. These skills include:
• Thinking critically and asking thoughtful questions
• Independently locating relevant information
• Creatively adapting information to a specific need
• Testing the validity of an idea
• Learning from mistakes and coming up with fresh solutions
• Working cooperatively with others and democratic decision-making

- exposure to contemporary education trends that I will document during my collaboration with the AIGA Education and Design Ignites Change leaders and implement into Design and Media Arts curriculum.

- instruction, counseling and leadership by a faculty member who is renewed, reenergized, and equipped with current knowledge of the latest developments, trends and theories in undergraduate and graduate education of today.

- students will learn to deal with more complex organizations and social relationships. They will learn to organize their ideas into models and charts, and to evaluate, justify and refine their thinking about a concept.

VALUE TO COLLEGE

GR M10 – Design and Society is a required course in the Associate in Science Degree in Graphic Design, Associate in Science Degree in Multimedia, Associate in Science Degree in Game Design, Associate in Arts in Art Degree, and elective course in the Associate in Arts in Journalism Degree.

GR M10 – Design and Society is one of the three courses within the nine-unit

Proficiency Award in Design Fundamentals.

Most of the classes I teach are based on the Design Based Learning methodology, since it is "a proven method of involving students of all ability levels" (Doreen Nelson, Design-Based Learning pioneer) . It is especially helpful for students at the lower end of the scale, including those with learning disabilities. Student skills in language, reading, math and other curriculum subjects improve markedly.

Course update will further develop connected learning at Moorpark College as well as formalize design based learning as a method to teach critical thinking and basic skills.

Research of the best practices in teaching critical thinking and visual and media arts in MOOC classes is relevant to the entire discipline and it will be desaminated campus wide.

Improving a multimedia and design curriculum will include new venues for students' inclusion and involvement with the design community, thereby preparing students for success in an increasingly changing world.

My active presence in the Design Education community will provide me with inspiration for ways to update the program goals of the multimedia and graphic design program at Moorpark College.

The reputation and visibility of Moorpark College Community College will be enhanced due to the increased visibility of the work of our students through the submissions to the Word studio contest.

The potential for innovative teaching and learning collaboration will increase for the College through engagement and contact with design research and education organizations practitioners.

The knowledge I will acquire will contribute to the Faculty Development agenda of the College.

VALUE TO DISTRICT

GR M10 – Design and Society global refinement plan is based on the VCCCD vision to develop a high quality, innovative educational program and service, as well as to model best practice in instructional and service delivery, student access, community involvement, and accountability.

Global refinement of the web based course components enhances access to comprehensive quality educational opportunities that support student learning and student success.

Action plan for GR M10 course includes developing projects that best serve students and the community while maintaining high learning standards and inspiring creativity, innovation, and entrepreneurship. Projects will be construct-

ed to include and stimulate research and open discussion in the process of decisions making.

Participatory component of this course that teach critical thinking by promoting inclusiveness, and openness to differing viewpoints will be further developed by involving students with national design organizations. This will allow students to build long-term professional relationships.

Following the District Mission Statement

"Ventura County Community College District provides students, in its diverse community, with access to comprehensive quality educational opportunities that support student learning and student success."

GR M10 - Design and Society course epitomizes VCCCD Mission. Since 2006, this course evolved from specialized GR M10 - Introduction to Graphics to General Ed, IGETC, GR M10 Design and Society. Proposed global course update will provide students in district's diverse community with even higher level of support for student success. This includes refining course delivery to span different levels of preparedness, making online interactive galleries more relevant by showing and studying examples of students work, as well as creating projects in alliance with the broad community.

SABBATICAL PROPOSAL

My first sabbatical was one semester long. It took place during the Spring 2010 semester. I explored design based learning as an integral part of design education at the Art Centre College of Design in Pasadena, CA, Architecture Association in London, UK and Aalto University in Helsinki, Finland. This research study resulted in the research paper presented at the design conference (AIGA Education Conference - New Contexts / New Practices: "Social Economies: Enterprise and a New Cultural Geography" in October 2010, Raleigh, NC), as well as the Design and Media Arts curriculum update. Class projects that came out of my research include three years of students' design and research work in support of the Year Of activities at Moorpark College.
My sabbatical report is available at:
http://www.vcccd.edu/sites/default/files/imported/committees/-sabbatical_leave/2010/2010_sabbatical_mc_SvetlanaKasalovic_report.pdf

The sabbatical leave I am applying for would be used for:

1. Global update of the Design and Society course materials to reflect the changes in the field of design and media arts since 2010:

- updating the content of the modules to include explanation of all concepts (based on students' feedback)

- updating the content of the modules to include dictionary of design terminol-

ogy (based on students' feedback)

- including Moorpark College students' design work to modules as visual aid to explain design concepts

- updating all Design and Society course web components for enhanced accessibility and interactive learning

2. Design and Society course refinement to support the broad college curriculum and college community

- updating the content of the modules to include requirements from other disciplines

- develop a series of design challenges with guided lessons to meet the needs of other disciplines and the broad college community

- create a close alliance with Design Ignites Change (http://www.designignite-schange.org) initiative by following their guidelines and submitting work by Moorpark College students.

3. Design and Society course refinement to maintain its' current level of students participation in the large size web based environment

- research the effectiveness of discussions based MOOC classes in teaching critical thinking

- research the effectiveness of project based MOOC classes in teaching visual and media arts

SABBATICAL TIMELINE

Since design is a cultural practice, deeply embedded in the fabric of society, in order to reflect the social, economic, political and technological climate in which it has been made and used, design education is in the constant beta state. Keeping this course current requires close collaboration with educational, research, and commercial design organizations, and regular updates of all materials. This has been done through the regular updates during the past ten years. However, local updates are not sufficient to avoid fragmentation of thought and cognitive overload. Since course text and companion web site affect not only the way material is presented and taught, but also the way students think, learn and understand, after ten years this course needs a global update. My sabbatical proposal outlines the course of action to achieve this.

SPRING 2017

Preparation for my sabbatical research will start as a critical analysis of the current course content during the Spring 2017. Design and Society course centers on fifteen questions and various activities that prompt discussions about the nature of design. It is not a design history survey or overview of 20th

and 21st-century design. The questions posed in this course address issues that span time periods and stylistic groupings. The material offers different viewpoints rather than draw conclusions about what makes something a work of design. The discussions beginning with "So, why is this design?" continue further providing a basis for thinking about design wherever it is encountered.

AUGUST 2017

Attend Impact! Design for Social Change "Strategies for Creative Intervention and Community Engagement" two week program at the School of Visual Arts in NY. Impact! Design for Social Change, explores the many roles creative professionals can play when executing socially minded work and focuses on two critical areas; social entrepreneurship and community engagement. Information about the summer 2017 program will be posted in December 2016. Information about the Summer 2016 program is available at http://impact.sva.edu.

SEPTEMBER 2017

Global update of the Design and Society course. Review, update and revise the fifteen questions, outline the structure and the content of the modules and the web-based galleries.

OCTOBER 2017

Attend and research:

- Designmatters at Art Centre College of Design in Pasadena, CA, program that engages, empowers and leads an ongoing exploration of art and design as a positive force in society.
(http://www.artcenter.edu/academics/interdisciplinary-pro-grams/designmatters/overview.html)
and

- Design Ignites Change – a Worldstudio social initiative – which supports creative professionals and students who use design thinking – the combination of unleashed creativity and executable actions – to improve the lives of individuals and communities. (http://designigniteschange.org/pages/47-scholarships)
And

- AIGA - Worldstudio AIGA Scholarships benefit minority and economically disadvantaged students who are studying art and design disciplines in colleges and universities in the United States. Our primary aims are to increase diversity in the creative professions, and to foster social and environmental responsibility in the artists, designers, and studios of tomorrow. Scholarship recipients are selected not only for their talent and their need, but also for their demonstrated commitment to giving back to the larger community through their work. Each award is paid directly to the recipient's school and applied toward tuition.
(http://www.aiga.org/worldstudio-scholarship/)

NOVEMBER 2017

Based on the research with Impact!, Designmatters, Design Ignites Change, and AIGA Worldstudio, develop a series of design challenges with guided lessons to meet the needs of our students, other disciplines, Moorpark College and the broad community

DECEMBER 2017

Present the beta version of the course update to peers, college community and professional organizations for feedback. Follow up on the feedback. Complete the update for the Spring 2018 delivery.

CONTEXT

Research on how to optimize learning with tools and resources that promote critical thinking, excite and involve students, and lead to high achievement on industry placement and university transfer will be at the core of my sabbatical project. Since 2010 I wrote three academic papers that explore these topics and were accepted/presented at the following design conferences:

DesignInquiry residence - Productive Counter-Production: "Synectics: Delight in the Unknown" (June 2016,Vinalhaven ME)

AIGA Education Conference - Spaces for Learning: "Design as an Activity" (March 2015, Toronto, Canada)

MIT Scratch Conference: "Scratch as a Sandbox for Design Based Learning" (July 2012,Boston, MA)

AIGA Education Conference - New Contexts / New Practices: "Social Economies: Enterprise and a New Cultural Geography" (October 2010, Raleigh, NC)

My goal is to seek feedback from the AIGA Education community and other design education organizations that promote design as a positive force in society, and implement academic research listed above to Design and Society course content.

SUMMARY AND IMPLEMENTATION

The outcome of the proposed sabbatical project will include:

1. Global update of GR M10 - Design and Society course material.
This includes the textbook, online galleries, and additional resources (dictionary, research tools, etc.)

2. An action plan for GR M10 - Design and Society course across curriculum and community.
In collaboration with design education organizations that promote design as a

positive force in society, Moorpark College academic, service and administrative departments, and building on the tradition of design service projects previously created in this course, an action plan will be created. This action plan will include:

- developing a series of design challenges with guided lessons, setting measurable criteria or practice in integrating strategies from the design disciplines into the Basic Skills classes.

- developing a series of design challenges with guided lessons, setting measurable criteria or practice in identifying Design Challenges in addressing positive physical and cultural changes in our environment.

- constructing measurable criteria (rubric) that will include the design process, message, form and composition, technical execution, and the resonance.

3. Promote critical thinking, excite and involve students in large size online design and media arts classes

In collaboration with educational organizations that offer Massive Open Online Courses (MOOC) design and media arts courses, such as Cal Arts and MICA, and in order to address the college's productivity goals, new web based tools and resources will be created to optimize learning. This will iprompt students to:

- apply simplified design techniques to teach problem solving interactively

- experience hands-on activities with web based tools

4. Prepare the Flex Day workshop for Moorpark College academic, service and administrative programs

The Flex Day presentation is an opportunity to share with the larger College and District community proposed design based learning projects that may impact student success in a variety of disciplines as well as promote positive change.