SPRING 2016 STUDIO COLLABORATIVE

https://ethicslab.georgetown.edu/studio

The *Spring 2016 Studio Collaborative* is an ongoing pilot for a new pedagogical and curricular structure: self-standing classes that are joined together in a collaborative formation, to enable genuinely interdisciplinary, project-based work. The experiment, which is part of Georgetown's *Red House Initiative*, is based on the idea that deeper learning occurs when students from different disciplines collaborate with each other on authentic projects aimed at making real-world change. The aim of this specific experiment is to learn together whether, by connecting sets of courses that share fundamental issues -- in this case, issues in science, policy, and communication -- we can create a multiplier effect that will exceed the effect of stand-alone classes.

Who's involved?

- Shaping National Science Policy, co-taught by Profs Francis Slakey & David Goldston

- Introduction to Rhetoric, taught by Prof Matt Pavesich

- Studio faculty, Prof Arjun Dhillon

- Course Fellows and Design Fellows (other students hired to help facilitate activities)

- Invited guest experts

How is this structured?

As part of this experiment, you will be a member of three things: a class, a team, and, of course, the group collaborative as a whole.

Class

The course you registered for is your disciplinary home-base. Here you'll be introduced to topics and methods of that discipline through readings, lectures, class discussion, and other activities. Each class will have its own assignments and activities that are independent of the collaborative effort. It will have its own meeting times, content, and deadlines. It's in these settings where you learn how to ask the important questions of our respective fields and learn the methods and modes particular to these disciplines.

Team

Teams of 3-6 students will be formed within each cohort to work on projects that the teams each decide upon. Each team must have at least one member from each class. For all projects, key components will be working with real-world partners, developing a strategy of implementation or circulation, and taking effective steps to see the project make its way into the world. The projects, which must be based on interdisciplinary collaboration, will be done in two stages. Preliminary projects, which take a first run at developing a semester-long project, will be due at the midterm crit; final projects will be due the last week of class.

Collaborative

As members of the collaborative, all of you are welcome in any of our classes at any time. The Studio Commons website will allow you to peek into what the other classes are doing on a given day; if you feel it would be helpful to join in (say, when a particular concept key to your own project is being discussed, or an important guest coming to give a talk), you can just show up -- no advanced notice or special permission needed.

Studio

A central component of the course, and a significant amount of your time, will take place in *studio.* Studio is owned by you, the students, and will be a place of creative collaboration. In studio you'll spend time with your project team, in the midst of a variety of people and tools all of which can contribute to your work, as you build your materials and presentation.

Studio time is time for open-ended, interdisciplinary project work. Through peer-to-peer learning -- both other members of your project team, or other folks in your cohort who help workshop your projects along the way, you'll encounter material from all three courses, as well as Studio Faculty to help you develop your projects (film, legislation, etc).

The Studio Commons website will have a calendar that indicates Open Studio hours, what experts are available in Studio at any given time, etc.

Crits

Critiques—or *crits*—are public events during which student teams present their work to an audience for evaluation, assessment, and feedback. Crits serve as the primary method for assessing project work in studio, and they offer an

opportunity for collaboration with faculty, students, and other people. There are three types of crits you will experience in studio:

Juried Crits are the most intensive and formal crits. During a juried crit, we bring guests and collaborators into studio to serve as formal jurors, who critique the final products you deliver. This is a public event; jury members, students, faculty, and others are invited to attend. An invitation may be circulated around campus, and we put up a sign in the hall inviting passers-by to join. You will be expected to deliver something that the jury deems valuable, and you will be asked to defend your work and to collaborate on improving it. The work you deliver and your performance during juried crits will be major factors in your grade (see below). There will be two juried crits during the semester. The first will be at midterm (dates tba), when teams will present their preliminary projects; the second will be at the end of term, when teams will present their final projects (dates tba).

Wall Crits happen within the context of your cohort. They are public and may include external audiences, but there is no formal jury. Instead, design faculty help facilitate a collaborative critique, where professors and students collaborate on critiquing and improving your work. Wall crits are opportunities for faculty to provide a formative assessment, and they are a point of public collaboration where work is shared and partnerships between students and teams are discussed. The work you present at wall crits is not graded, but your performance and collaboration during wall crits will be a factor in your grade. The schedule of wall crits will be determined by the Studio Faculty lead in each cohort.

Desk Crits are informal crits that happen regularly within the context of your home discipline—your class time. They involve feedback and collaboration with faculty, though we may invite others to participate in them from time to time. Desk crits may be scheduled or impromptu.

Assessment

50% of your final grade will be based on the work for your class, determined by your individual professor and found on that syllabus. Class assignments and activities will be a combination of formative and summative assessments.

10% of your grade will be based on your semester's engagement with interdisciplinary collaboration, and will be graded by course and studio faculty.

40% of your grade will be based on your final team project. A detailed rubric has been provided, but assessment here will include process, presentation, research,

and impact. Students will be graded individually in the context of the team effort.