

COMMON GROUND: A MODEL FOR CO-SHARING AND CO-DEVELOPMENT

Tene Barber & Carolyn Levy



ASSUMPTIONS

- a shared interest in co-sharing and co-developing
- revenue-generating projects
- credentialed and non-credentialed programs/training
- active and applied learning

COMPONENTS OF CURRICULUM: The Usual Suspects

Program Content Guides (PCGs) and Course Outlines

- high-level documents
- record of overarching purpose and goals
- no detailed alignment of competencies, learning objectives assignments and assessments
- difficult to maintain consistency in delivery and outcomes
- open to wide interpretation

COMPONENTS OF CURRICULUM: The Usual Suspects

The Lesson Plan

- detailed documents
- typically customized to individual instructors and contexts
- expensive to develop
- loss of IP as Lesson Plans leave the institution with instructor

COMPONENTS OF CURRICULUM: Bridging the Gap

The Blue Print

- identified gap between PCG and Lesson Plan
- easily co-shared/co-developed across institutions
- broad enough to be customized by institutions/instructors
- detailed enough to ensure quality and consistency in delivery of intended outcomes
- pedagogical activity embedded in activities & assignments
- clear and controllable parameters around development costs
- reduced loss and risk of IP
- provides for like-for-like modification



BLUE PRINT: the ultimate destination (set)

LESSON PLAN: the journey (flexible)

DGD Program Learning Outcomes / Industry Competencies

Program Outcome	1. Develop viable visual and verbal concepts through traditional design processes
Supporting Industry Competency	Problem Solving Research & Analysis Communication Designing for a Client Idea Generation Visual Communication Selling an Idea

Digital Graphic Design Curriculum Development 2010

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DACUM - DGRD**** Intro to Design

Course Goal It is the goal of this course that students will be able to effectively define and apply the formal elements of design using industry standard tools. Students will be able to meet all technical requirements and deadlines when taking their solutions to production.

- Learning Outcomes:**
1. Students will identify the role and responsibilities of a graphic designer in contemporary society.
 2. Student will identify ethical and sustainable design practices that have an impact on the community.
 3. Students will illustrate the elements of design using industry standard tools.
 4. Students will illustrate all aspects of colour theory using industry standard tools.
 5. Students will communicate effectively and professionally in teams.
 6. Students will prepare digital files to a deadline for successful reproduction at service bureaus.

Learning Objectives

Learning Tasks

Assessment

1. Identify the role and responsibilities of a graphic designer (cognitive/comprehension)	1.1 Identify the role of design in contemporary society	1.2 Identify the role of graphic designer in society	1.3 Identify the design process	1.4 Identify copyright laws	1.5 Identify ethical and sustainability issues impacting the field of design	A 250 word written personal pledge outlining the reflections of the student in relation to ethics and sustainability Participation in a group workshop on copyright Multiple choice quiz on role of design and designer and design process
2. Apply line using a multitude of directions, type and qualities (cognitive/application)	2.1 define line direction, type and quality	2.2 apply line direction, type and quality	2.3 describe and discuss line direction, type and quality			A work exploring a multitude of line directions, types and qualities using Adobe Illustrator tools Multiple choice quiz covering design element theory 250 word (min) written document describing and discussing line type, direction and qualities found in a peer
3. Apply shape in a variety of qualities and definitions (cognitive/application)	3.1 define a variety of shape qualities and definitions	3.2 apply shape	3.3 describe and discuss shape			A work exploring a variety of shape qualities and definitions using Adobe Illustrator tools Multiple choice quiz covering all design element theory 250 word (min) written document describing and discussing shape qualities and definitions found in a peer solution.
4. Apply scale to a variety of elements within a context (cognitive/application)	4.1 define scale	4.2 apply scale	4.3 describe and discuss applications of scale			A work exploring the application of scale to a variety of design elements within a context using Adobe Illustrator tools Multiple choice quiz covering all design element theory 250 word (min) written document describing and discussing the application of scale in a peer solution.

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DISCUSSION

- reactions
- other components to be considered?
- gains
- risks
- questions/concerns