

ALWAYS START *with*

WHY

A student-centred approach to supporting transition into HE



Cardiff
Metropolitan
University

Prifysgol
Metropolitan
Caerdydd

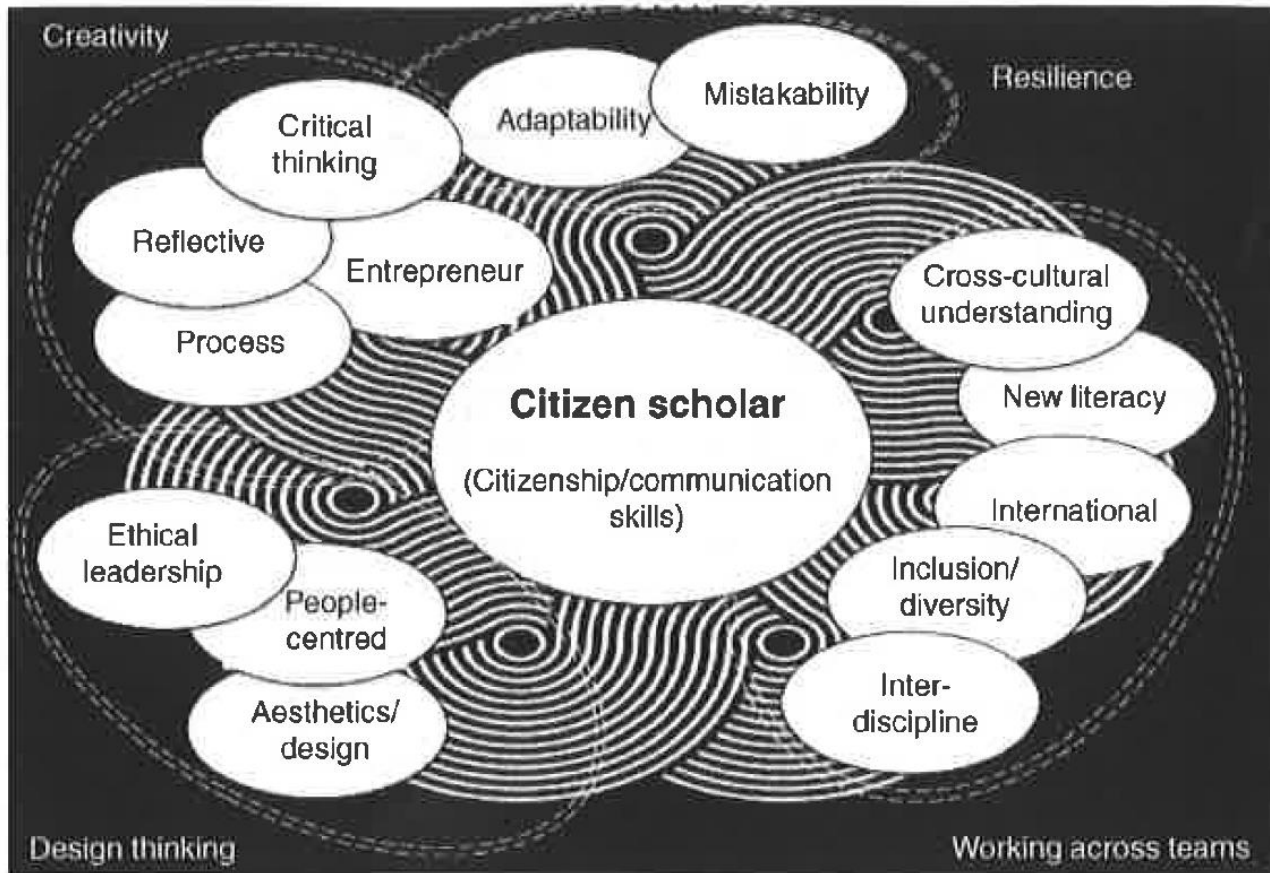
Dr. Martyn Woodward

CARDIFF
SCHOOL *of* ART & DESIGN

The reality and purpose of Higher Education (by those who deliver it)

VS

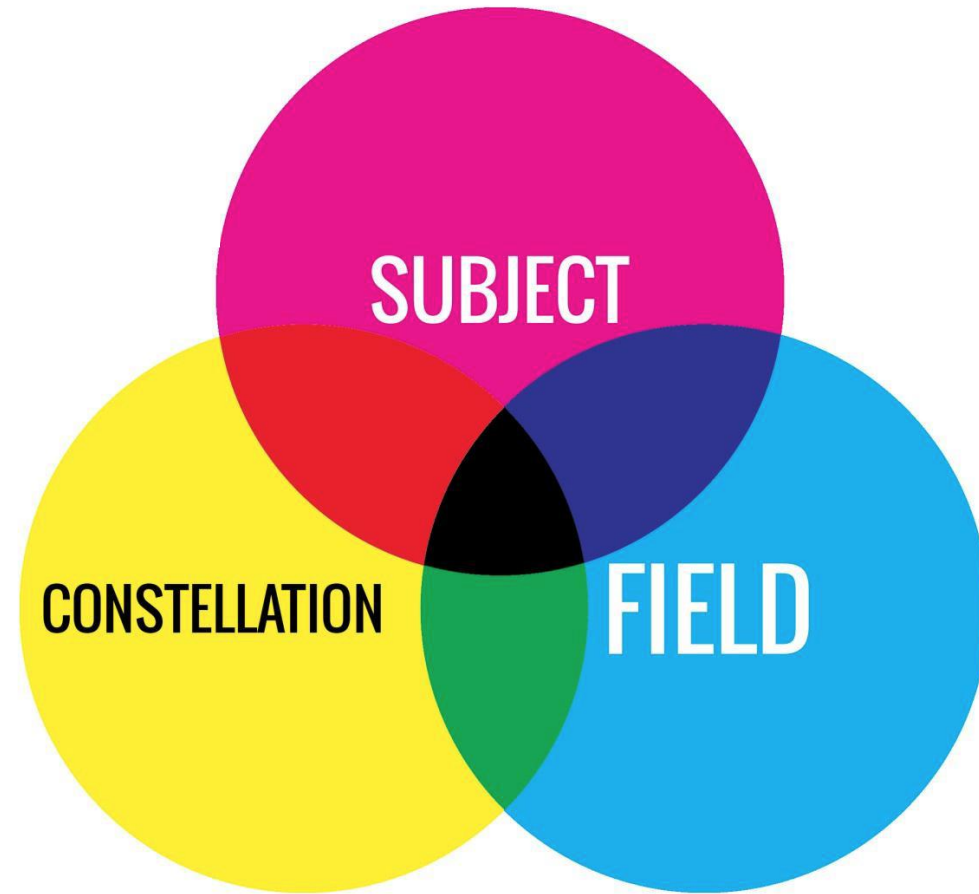
The 'idea', pre-conception or expectation of Higher Education
(by those who 'consume' it)

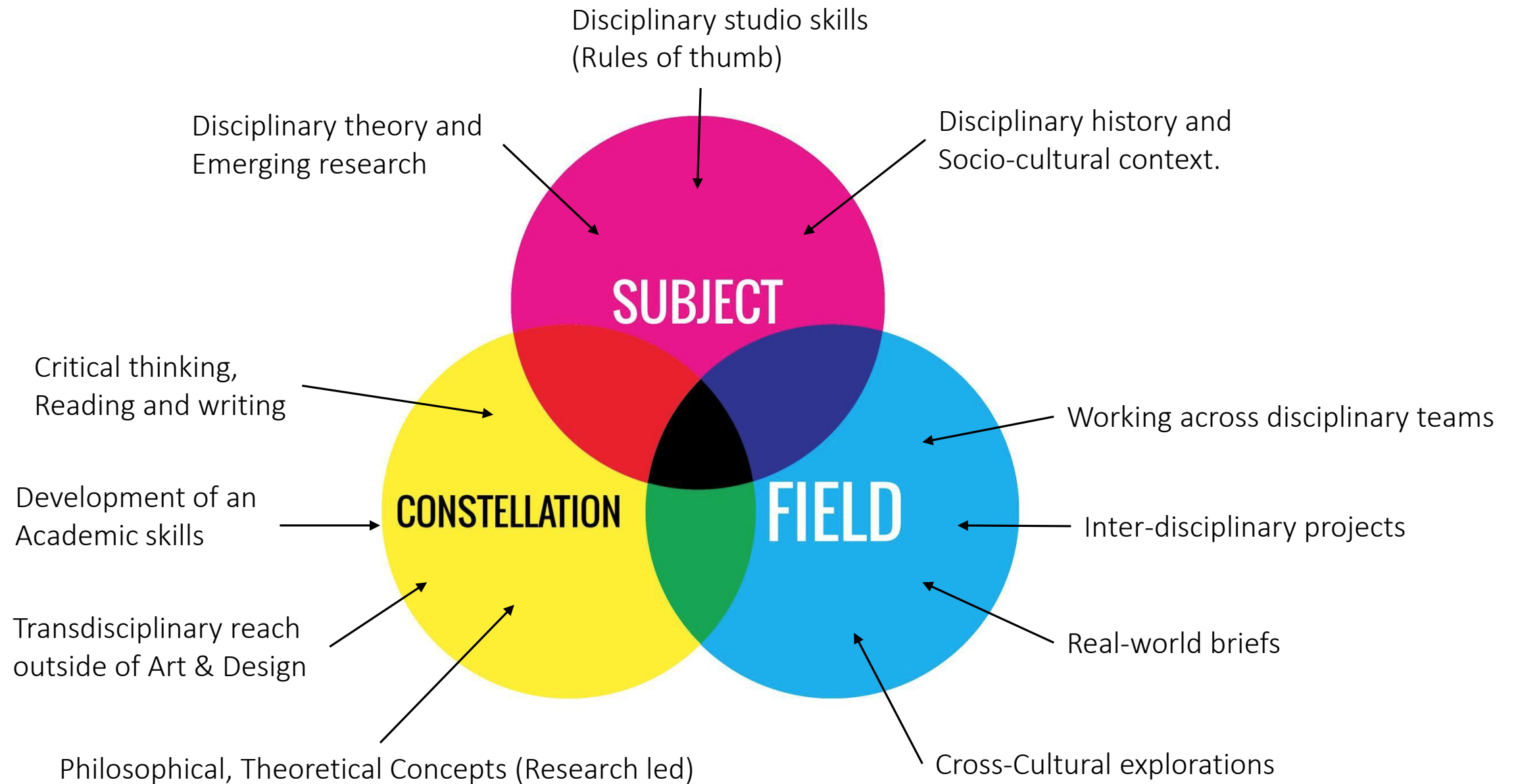


(Proficiencies of *Citizen Scholarship*, Arvanitakis & Hornsby, 2016)

The Citizen Scholar encapsulates the idea that the role of universities is to promote both scholarship and active and engaged citizenship. That is, universities need to inculcate a set of skills and cultural practices that educate students beyond the simple transfer of [disciplinary] skills, as part of the activities and academic development necessary to complete a degree (Arvanitakis and Hornsby, 2016, p. 11).

Autonomy, independence, critical thinking, resilience.





WTF ?!! ...

I just want to make Art!

A representation*
of a typical level
4 Art & Design
student entering
University

*(representation may vary)



Pre-conception 1:

Art & Design is not “Academic”

*As an art and design student I believe there's a reason why I didn't choose to learn a more academic subject, as I'm very much more hands on and practical with my learning
(Anonymous student feedback).*

Pre-conception 2:

Education is training to get a job

[the module is a] [t]ime wasting exercise when we can utilize the time more effectively in subject areas which will actually secure us employment. Constellation isn't going to equip me for industry. (Anonymous student feedback).



Pre-conception 3:

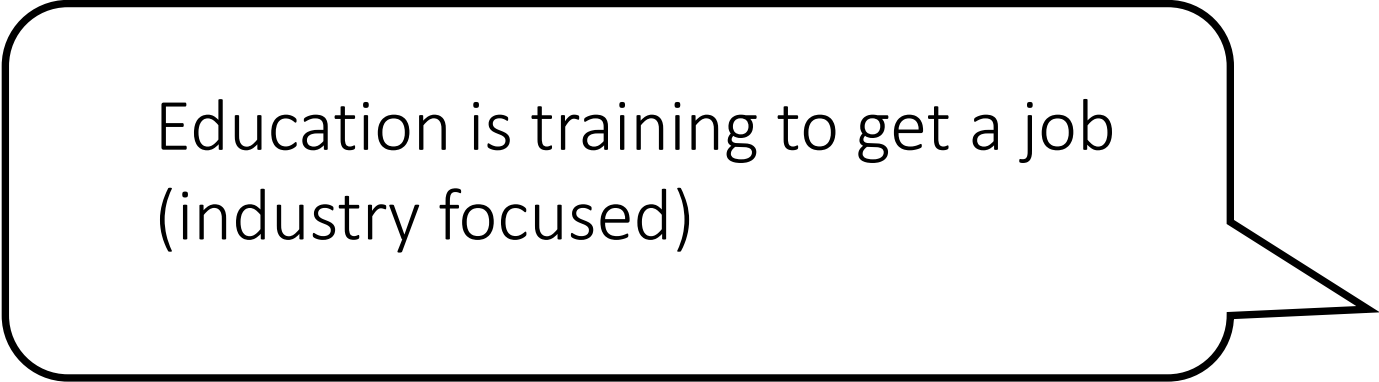
Academic theory is daunting

(we learn through doing not thinking!)





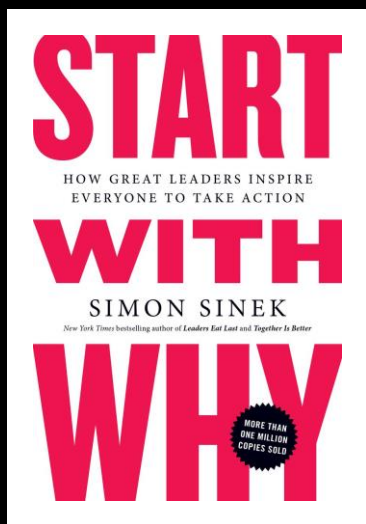
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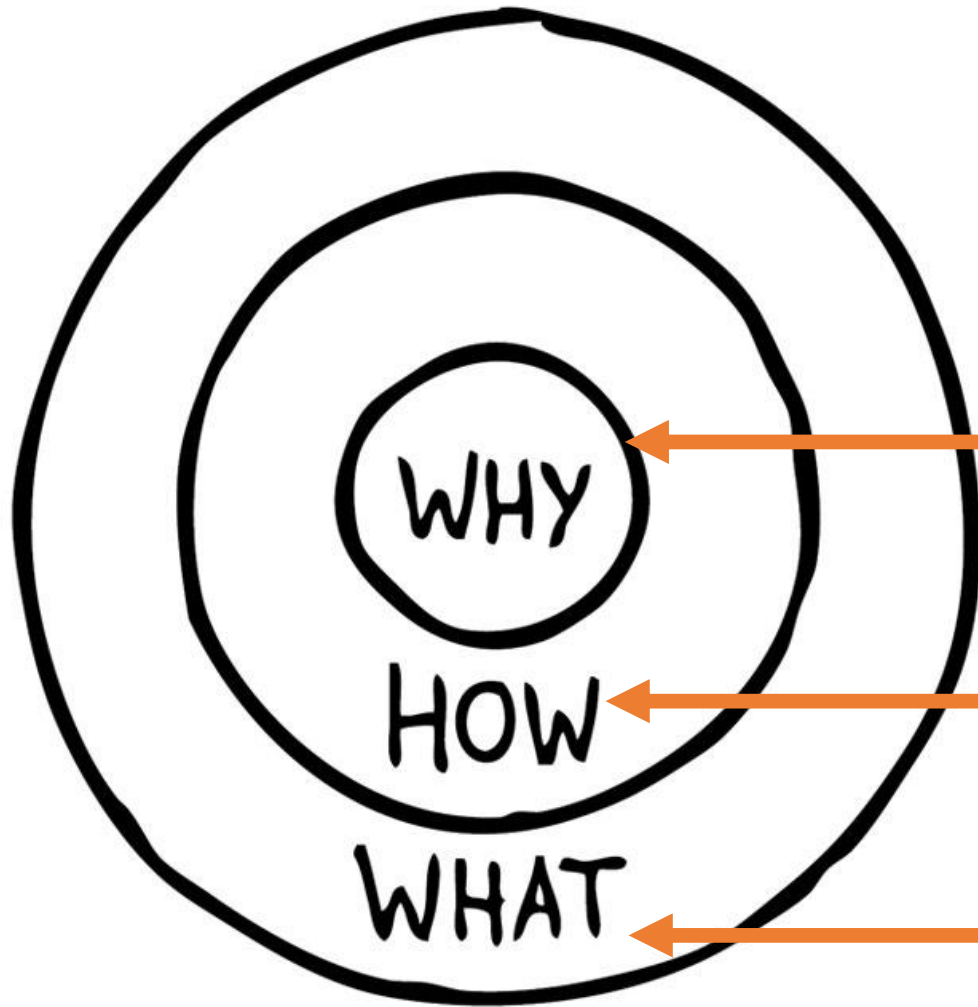


Education is training to get a job
(industry focused)



Academic theory is daunting





Why you do it.

The belief, purpose, ethos, philosophy; end game

How you do it.

The approach, skillset, knowledge, method ...

What you achieve / do.

The result, typical outcome, added value

Why you do it.

The belief, purpose, ethos, philosophy



How you do it.

The approach, skillset, knowledge, method



What you achieve / do.

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What you achieve / do.

The result, typical outcome, added value

A key focus of Constellation at Lv.4 is 'concept'. During the 3 terms you will be introduced to a wide range of concepts drawn from the history of art/ design theory. Some of these ideas will be presented to you by Constellation staff, and your peers, and most you will identify yourself.

We want you to be voracious in your appetite for new ideas and Constellation is designed to both feed you concepts and enable you to discover them for yourself. You will also be introduced to a range of academic tools that will enable you to engage discursively with one another and the wider academic community.

Constellation level 4 module
outline for 2016/17

Why

We recognize that not all Art & Design students are comfortable with the academic side of their practices expected at University. Art & Design subjects are often seen as practical disciplines, with little Critical thinking, reading or writing involved. **The truth is, however, all pioneering art and design practitioners are also theorists who read about their practice, read around their practice and think critically about what they do in relation to social, political, philosophical, ecological, global and historical concerns.** We want you to become one of these critical and pioneering practitioners.

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How

Coming into university for the first time can be a daunting experience, especially if you are not confident in reading or writing. ***Constellation 4: Concept* is designed to support your transition into university through introducing you to academic reading, writing and critical thinking skills in a safe, generous and exploratory environment. We do this through helping you to look at yourself, your practice and the world through 'concepts' taken from different fields and disciplines that sit outside of Art & Design.**

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What

Throughout the module you will be exploring interesting and engaging ideas in relation to your own or others' practices, and you will get a chance to share your ideas with those from other disciplines. **On completing this module you may identify some theoretical concepts that you will use to inform how you approach your own practice.**

- Student engagement and understanding has increased
- The Constellation teams' understanding of the module has increased
- Cross-school understanding of the purpose of the module has increased (allowing greater support of the module across the scheme as a whole)

Draft a **why** for one of your modules
(finish the **how** and **what** later)

- Be student focused: map the preconceptions or expectations.
- Respond to the preconceptions and expectations in your narrative.
- Read your **why** to someone from outside of your program or school.
- Re-draft it.

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