

A Living Laboratory: Activity Template

We are creating a cross-disciplinary collection of teaching activities that use the best practice approaches fostered in the “Living Lab”: adoption of City Tech’s General Education Student Learning Outcomes, George Kuh’s High Impact Educational Practices, place-based learning, open digital pedagogy (the OpenLab), and formal assessment methods.

Share your best practices with your colleagues! Use this form to record a favorite activity; an activity can be as small as an in-class exercise or as large as a semester-long project. Your description can be short or extensive – take as much space as you need.

Activity Title:	Learning from The Maestro
Your Name:	Paul Perlow
Department:	Advertising and Design
Course:	Topics in Graphic Design
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Activity Description:

Provide a brief description of the activity.

1. Students are to research the design and illustration work of Milton Glaser.
2. Attend a field trip at his studio.
3. Engage in dialog with Milton Glaser and ask pertinent questions.
4. Design a creative thank you note using fine typography reflecting the love and inspiration felt in his studio, with one idea or way he personally helped the student.

Learning Goals:

What do you aim to achieve with this activity?

Students will gain first hand knowledge, derive inspiration and learn process from one of the world’s great graphics designers, experience the research process necessary for learning, learn punctuality and use this experience as transformative process to translate research, creativity and inspiration into form (Manifestation). Milton Glaser’s act of generosity can be inspiring and life changing. Recognizing this and giving thanks can pave the way to a students’ expanded future and keep the door open to this experience for other City Tech Students. Engaging in the positive will help contribute to the students’ creative process

Timing:

At what point in the lesson or semester to you use this activity? How much classroom time do you devote to it? How much out-of-class time is expected?

This activity is used close to the shortly after mid-point of the semester. The assignment will involve out of class time.

Logistics:

What preparation is needed for this activity? What instructions do you give students?

Research of the work and life of Milton Glaser is required. Students will be given a handout with the necessary requirements as well as time and address of the field trip

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General Education SLOs:

Which of City Tech's [General Education Student Learning Outcomes](#) does this activity address?

Knowledge: develop and value the breadth of discipline knowledge necessary to build the foundation for lifelong learning using critical thinking and research

Skills: Research, interactive communication in both verbally and listening modes in a professional environment, fearlessness in the presence of greatness, expanded visual communication skills, the strengthening of intellectual and graphics design skills

Inquiry/Analysis: Learning Process

Values, Ethics and Relationships: Learning that by ones commitment to excellence one can better ones life abnd help mankind though a loving commitment to excellence.

High Impact Educational Practices:

Which of [George Kuh's High Impact Educational Practices](#) does this activity incorporate? Does it use the [OpenLab](#) for [open digital pedagogy](#)? Does it include [place-based learning](#)? Choose all that apply and/or add your own.

George Kuh's High Impact Educational Practices:

- | | |
|---|---|
| <input type="checkbox"/> First-year seminars and experiences | <input checked="" type="checkbox"/> Common intellectual experiences (core curriculum) |
| <input type="checkbox"/> Learning communities | <input checked="" type="checkbox"/> Writing-intensive courses |
| <input type="checkbox"/> Collaborative assignments and projects | <input checked="" type="checkbox"/> Undergraduate research |
| <input checked="" type="checkbox"/> Diversity and global learning ("difficult differences") | <input type="checkbox"/> Service- or community-based learning |
| <input type="checkbox"/> Internships | <input type="checkbox"/> Capstone courses and projects |
| <input checked="" type="checkbox"/> Open Digital Pedagogy (the OpenLab) | <input checked="" type="checkbox"/> Place-Based Learning |

Other (please describe):

Assessment:

How do you assess this activity? What assessment measures do you use? Do you include your evaluation in grade calculations?

I assess this activity by the student participation in the dialogue with Milton Glaser along with the quality of ideas expressed using creativity and excellent graphics design. The ability to refine and express an idea using fine typography is also paramount. My assessment is intuitive based on my 45 years as a graphics designer and hand lettering artist. I use my knowledge of the field and understanding of people in heartfelt manner to determine if the finl designs use and reveal professional skills guided by and expressive of the heart.

Reflection:

How has this assignment impacted your teaching? What challenges did you encounter and how did you address them? What feedback did students provide? How would you imagine this activity being used in different disciplines?

This assignment has been one of the most rewarding for both student and faculty. The ability to arrange a field trip to one of the world's greatest designers and the watch the excitement it stirred among my students was touching. It has inspired me to attempt other comparable experiences and helped me realize that the involvement of the heart is one of the greatest guides to both teaching and learning. The

Additional Information:

Unfortunately, even though my students are second and third year students, they were reluctant to contribute during the dialog and their design skills were lacking. My conclusion has been that many needed earlier such experiences in their curriculums with additional forms of encouragement to open and express their hearts more fully in their work and lives.