IDST-325 The University as a Design Problem:
Designing the Future(s) of Georgetown
Spring 2015, ver. 2.0

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M (3:30-6:00) (see below)*
Red House, 1237 37th St

This course will take on the envisioning of a new model for the university as a learning-focused ecosystem, through the processes of a design studio. The studio will take Georgetown University as its specific 'site', focusing on its unique role in a global century in which fundamental forces are profoundly affecting everything we do: digitization, globalization, urbanization, and the increasing role of culture, religion, and diversity. We will be applying a rigorous but speculative design process, as manifest within architectural design studios - one that will entertain both the pragmatic and radical.

The design studio is offered in close connection with Georgetown's Designing the Future(s) Initiative and the Red House, Georgetown's incubator for inventing new curricular models. The course will move back and forth between theory and practice, precedents from the contemporary higher education and innovation landscape, and a sustained design phase, in which we will curate and collate a final set of projects. These projects will develop along the vectors already set out by the curriculum innovation projects taking place under the aegis of the Red House at Georgetown. In this way, student projects will have direct impact on the University's strategic Future(s) initiative.

The course will admit fourteen to sixteen undergraduate students ideally representing many disciplines.

*Course schedule: In practice we will meet for two to two and half hours on Mondays and divide for studio time on another day of the week (preferably Thursdays, TBD when we meet).

Credits: 3
Prerequisites: None

Course *Learning* Goals:

By the end of the course students should be able to…

- o Demonstrate the ability to frame questions that lead to the redesign of (higher education) learning institutions, taking into account is systemic qualities and core concepts and issues, including the history and meaning of liberal arts education, different kinds of higher learning institutions, theories of learning that shape curricular practices, dynamics of innovation, and matters of access, justice and globalization.

- o Demonstrate some depth of knowledge in an area of educational innovation of personal interest.

- o Be able to apply a foundational understanding of human-centered design and creative approaches to inquiry and model development.

- o Demonstrate competence to diagram and map conceptual and strategic ideas from simple to intricate. Be able to graphically represent the dynamics of a simple form of this system over time at different scales. (Note: this is not about artistic ability but visual and conceptual communication).

- o Develop abilities and dispositions related to the art of critique: self-critique, critique of classmates and group (semi-public) critique. (Critique is different than analysis and different than criticism). This includes the demonstrated ability to reflect on your work and learning.

- o Formally present a concept/project - graphically and orally – effectively and succinctly.

Course *strategic* goals:

The collective work by students in this course will, we hope, do the following for the University:

- o Provide imaginative and thoughtful projections for vectors of work already underway as part of the Designing the Future(s) Initiative.

- o Provoke and stimulate current innovation designs (by students, faculty and staff) by providing speculative contexts for their evolution to horizons 5-10 years in the future.

- o Help integrate diverse strands of curricular innovation (including co-curricular and meta-curricular) into models for a new learning ecosystem for Georgetown University and more broadly for higher education.

Course Schedule Outline

Wednesday, 1/7: Introduction; design studio; connecting to the Red House.

Monday, 1/12: Higher Education landscape: history, present, future.
Continuities of liberal education and connected learning.

Monday 1/19 [Holiday]: Wider reading—contexts for reinventing the university.

> Begin work on Point of View projects; blog post by Tuesday, 5:00.

Studio: Thursday 1/22 (APJ) Principles of design; introduction to visual display of information.

Monday, 1/26:
Mimi Ito, Speaking Event, Fisher Colloquium (5pm); guest appearance in class, 330-430 (tentative). Then we'll all adjourn to the talk.

Studio: Thursday 1/29 Design activity.
> Second blog post: POV

Monday 2/2:
Trends and contexts. Red House Projects revisited.

Studio: Thursday 2/5 (APJ). Connected learning; "in the air" trends (Networks; Resilience; Emergence).

Monday 2/9:
Learning ecosystem: digital environments, learning theory, curriculum design (threshold concepts).

> *Point Of View project due.*

Studio: Thursday 2/12: "in the air" trends (Networks; Resilience; Emergence).

> Team formation

Monday 2/16 [Holiday]:
Learning ecosystem: digital environments, learning theory, curriculum design (threshold concepts).

> Teams should be organizing, meeting

Studio: Thursday 2/19 Scenario planning.

Monday 2/23: Scenario planning and design

> First Group Project Iteration due: Alternative Scenarios

      Studio: Thursday 2/26 (APJ) Design critique.

Monday 3/2: Targeted precedents.

> Precedent Blog Posts

      Studio: Thursday 3/5 (APJ) Introduction to World building

Monday 3/9 [Spring Break]

Monday 3/16: (APJ here all week)
Project development.

      Studio: Thursday 3/19 (APJ)

Monday 3/23:   **MID-TERM CRIT**

      Studio: Thursday 3/26 Regroup; process mid-term critiques

Monday 3/30:

> "Threshold Concept" presentation(s)

      Studio: Thursday 4/2 (APJ)

> "Threshold Concept" presentation(s)

Monday 4/6 [Holiday]
Studio: Thursday 4/9

Monday 4/13: Project Development

      Studio: Thursday 4/16 (APJ)

Monday 4/20: Project Development

      Studio: Thursday 4/23 Project work time and feedback

Monday 4/27: (APJ here from Th through Saturday presentations)
Project presentation development

Projected Final Presentations: Saturday, 5/2 (allot 3+ hours)

Final Portfolios due, NLT 5/10

Course Work and Assessment:

- o POV project: 15%
- o Threshold Concepts "presentation" (take an interest or passion and drill down for its value for the studio): 10%
- o Mid-term presentation: 20%
- o Final presentation: 25%
- o Blog posts/reflections/Portfolio: 10%
- o Studio participation: 20%