

The Stubborn Usefulness of the Moving Image in the Design Classroom Mid-year report: What has been accomplished in the Spring 2024 semester?

MJ Sieira, RA, LEED AP, Adjunct Associate Professor CCE
Graduate Architecture
msieira@pratt.edu
347-268-5576

What did you learn, what are your important takeaways so far?

The research goals for the project have been more clearly defined as follows: This project investigates methodologies for the use of the moving image (film or video) in the teaching of spatial concepts across multiple art and design disciplines. This project grew out of a film and architecture course I developed in the School of Architecture in which students make spatial constructions with moving images. The course evolved as film-watching habits evolved, from gathering in a theater space to watch films not widely available, to watching them in individual pods in the library basement as films old and new were digitized and distributed in DVDs, to streaming on our phones during our subway ride to class. By interviewing educators who use five different modalities, covering both pedagogical and institutional range, the goal of the project is to develop a set of learning goals specific to art and design education, with an emphasis on the use of moving images for learning goals related to spatial constructions.

Do you feel like you accomplished the goals you've set for yourself?

In the Spring 2024 semester I collected five case studies that in their range and depth covered the educational conditions relevant to my stakeholders, art and design teachers. The following ten binary conditions were covered by the five case studies:

- 1) full-time faculty versus part-time faculty
- 2) core course versus elective course
- 3) film/video is central in course versus supplemental
- 4) humanities course versus art/design course
- 5) seminar format versus lecture format
- 6) direct interaction with students versus indirect interaction with students
- 7) course focused on creative work versus course focused on technology
- 8) faculty inside my home institution versus faculty outside my home institution
- 9) faculty in a professional program versus faculty not in a professional program
- 10) courses reliant on tests versus courses reliant on projects

How will your project continue, evolve or change in the next semester?

The work in Fall 2024 will take place in two parts. Leading up to the scheduled presentation on October 1st, the five case studies, as seen through the ten binary conditions above, will be analyzed and articulated in the prepared slide show.

After the October 1st presentation, the focus will be on the integration of the knowledge gained throughout the project into a set of learning objectives that are specifically effective in the use of the moving image in art and design contexts.

Also include your mid-year evaluation data.

At least one of the five educators interviewed wished to remain anonymous until they were able to see how the presentation scheduled for October 1st (in the Fall 2024 semester) situated their methodology among the others. Once that presentation is completed and they have the opportunity to see it before it is made public, they will permit the use of their name in the project. Until then, the five people interviewed, who became the five educator case studies, are outlined below according to the ten binary conditions:

	Case Study 1	Case Study 2	Case Study 3	Case Study 4	Case Study 5
full-time			x	x	x
part-time	x	x			
core	x		x	x	x
elective		x			
central	x				x
supplemental		x	x	x	
humanities				x	x
art/design	x	x	x		
seminar	x	x			x
lecture			x	x	
direct	x	x	x	x	
indirect					x
creative	x	x		x	
technology			x		x
inside	x	x	x		x
outside				x	
professional		x	x		x
not professional	x			x	
tests			x		
projects	x	x		x	x