



**Cultivating a Culture
of Assessment
through
Critique**

MASSART
MASSACHUSETTS COLLEGE
OF **ART AND DESIGN**

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Critique for Metacognition

- Object/Event centered
- Transparent teaching
- Constructivist



Metacognition

- Embodied
- Situated
- Distributed

- Critical awareness of one's thinking
- Planning, monitoring, and assessing understanding and performance



Teaching

- Strategies for learning
- Dealing with novelty
- Adaptability

- Dialectic
- Dialogic

- Explicit
- Embedded
- Purposeful
- Modeled



Learning

1. What are the most important qualities students need to succeed in rigorous art and design programs and careers?
2. How do the art and design institutions contribute to the development of those qualities?



Learning

- Technical skills
- History
- Culture

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Learning

Dispositions:

- Personal qualities
- Creative and cognitive capacities

1. What are the most important qualities students need to succeed in rigorous art and design programs and careers?
2. How do the art and design institutions contribute to the development of those qualities?



Learning

Personal qualities

- Resilience
- Tolerance for ambiguity
- Sense of purpose

Creative and cognitive capacities


- Curiosity
- Imagination
- Metacognition



Research

1. What are the varieties of critique practiced at the six schools?
2. Is metacognition manifested and developed in and through critique?
3. What, if any, relationship exists among manifestations of metacognition and the types of critique used?

SAIC and Spencer Foundation



Think well.
Think often.
Thank you.

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