Cultivating a Culture of Assessment through Critique
Critique for Metacognition

- Object/Event centered
- Transparent teaching
- Constructivist
Metacognition

- Critical awareness of one’s thinking
- Planning, monitoring, and assessing understanding and performance
- Embodied
- Situated
- Distributed
Teaching

- Strategies for learning
- Dealing with novelty
- Adaptability

- Explicit
- Embedded
- Purposeful
- Modeled

- Dialectic
- Dialogic
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

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?

• Technical skills
• History
• Culture
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

AICAD Analysis of Institutional Learning Goals
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?
Think well.
Think often.
Thank you.

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