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Resilience: an interdisciplinary exploration featuring Jason Mitcham and PSU students Completion Report

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Integrated Cluster Project Completion Report

Project Title: **Resilience: an interdisciplinary exploration featuring Jason Mitcham and PSU students**

1. Project Synopsis (objectives & outcomes):

a. Objective: To create an interactive and interdisciplinary visual experience that explores the concept of environmental and societal resilience.

i. Outcome: Resilience exhibit was successful in achieving the above through a process of student and faculty collaboration and production of work that became an organic exhibit experience in the Karl Drerup Art Gallery October-December 2016

2. Student Learning Outcomes –

a. Students will create projects that have value for their specific course goals and that contribute to an overall and deeper understanding of resilience as a concept by connecting to other disciplines.

i. This outcome goal was successful, demonstrated by the written essays, computer animations, painted animations, graphic artworks, video documentary, video interviews, and interactive myth/fact projects.

Project Leader/Leaders: **Cynthia Robinson**

1st Funding Cluster: **Arts & Technologies**

2nd Funding Cluster: **Tourism, Environment, and Sustainable Development**

3rd Funding Cluster:

Project Activity Code:

Project Duration: **February – December 2016**

Project Accomplishments Summary Statement: Resilience successfully engaged 190 PSU students in creating work that became an interactive exhibit in the Karl Drerup Art Gallery. The nine faculty partners designed a process that addressed a real world problem and where art, environmental, and computer science work was intentionally overlapped and integrated via discussion, assignments, and technology. The exhibit was used as a learning space where another 400 students visited as part of their classes.

Future Recommendations/ Lessons-learned: **The success of the project was based in its flexible structure and planning that allowed for professors and students to invent and adapt elements as the work progressed. The project also included a good window of time for students to produce the work.**

Project Documents/Pictures/Videos On-line Archive: **yes, a One drive folder is available with power point presentation, photos, and more artifacts**

Project Completion Report Date: **3/13/2017**

I/We, as Project Leader/Leaders, understand that funding is limited to the scope of this project, that all expenses associated with this project have been filed, and that no reimbursements are possible after the Project Completion Report has been submitted.

Project Assessment Criteria (both Qualitative and Quantitative responses):

- High impact outcomes and measureable objectives that were achieved:

Planning team: 9 faculty members

Exhibit content produced by 190 students from: Art, Environmental Science, Sustainability, Computer Science, International Programs, Philosophy, and a visiting artist

Exhibit Design by 12 students in Student Design Company

Exhibit Visit and participation by 400 students in guided experiences, art making activities, written assignments

29 student paintings and their accompanying painted animations playing on 4 screens

4 international student video interviews

5 essays on the relationship between resilience and sustainability

6 student computer animations

Public participation kiosk to identify vulnerable sites in the Plymouth region, and a cumulative view of what has been flagged

30 graphic design collage works with accompanying "tgif" animations of their process

39 essays on Resilience, bound in a book

1 large wall collage made by 14 student design company students

Environmental Myths or Facts projects

3 painted animation works by NYC artist Jason Mitcham

Exhibit Educational Materials

Exhibit Design and promotional materials work by studen

- Cross disciplinary strengths in service, scholarship, and research in evidence: Student written essays, computer animations, paintings, graphic design works, video interviews, and a video documentary made by students in art, sustainability, environmental science and policy, computer science.

- The needs of PSU's external stakeholders and partners that were satisfied: Public participatory GIS mapping of vulnerable environmental sites modeled and implemented, which will be shared with regional planning groups
- Primary PSU resources (e.g., faculty; staff; facilities; funding) that were utilized: 9 faculty members planning, KDAG facilities and staff
- Quantity of Students participating in experiential, high impact learning:
 - 190 students produced work that was included in the exhibit, plus 400 students in classes visiting and participating in exhibit elements
 - Academic disciplines employed in real world social issues / problem-solving: art, environmental science, computer science. Real world problem: What does it mean for a landscape, person, or community to be resilient?
- PSU skills, knowledge, and experience competencies to be reapplied in the future: Students gained experience and skills in what it means to communicate meaning. They engaged in brainstorming across disciplines, collaborative planning, and integration of art and science.
- Growth opportunities for future PSU participants and stakeholders/partners: Inviting the public into a learning and evolving cluster project can provide surprising and innovative results. Resilience can be one model for future exhibit projects, demonstrating how a timeline can include many overlapping agendas.
- Potential ideas for growth, development, continued enrichment, & external investments: Learning experience for classes visiting the exhibit were tailored to each faculty member's needs. There was authentic enrichment through the overlapping of art and science lens that was inspiring and engaging for a wide range of students. Using the exhibit

space as a learning space is a model that can be grown and adapted for future cluster projects.

- Direct linkage evidence to PSU and cluster vision and mission: Images tell the story of the organic and inclusive assemblage of materials, art, artifacts, and experiences that Resilience produced. The exhibit itself became a learning space where cluster thinking and discussions happened every day for 2 months.

Instructions for the Integrated Cluster Project Completion Report

Please follow the following guidelines in completing this form:

Project Title: Enter the Title used in the original Project Proposal Documentation

Project Synopsis (objectives & outcomes): 30 word maximum; capture the project objectives and most significant outcomes for the project. This synopsis should be written for potential use in our internal communications and external Marketing/PR activities.

Project Leader/Leaders: List the name(s) and title(s) of the PSU Project Leader or Leaders

1st Funding Cluster: Select the primary funding IC from the drop-down menu

2nd Funding Cluster: Select the secondary funding IC or "N/A" from the drop-down menu

3rd Funding Cluster: Select the tertiary funding IC or "N/A" from the drop-down menu

Project Activity Code: if funded by Integrated Cluster/Clusters, enter the 6 character financial accounting Activity Code assigned to this project.

Project Duration: Enter the Project duration, including start and completion dates; note if this is a first phase of an ongoing project.

Project Accomplishments Summary Statement: Prepare a brief statement of the accomplishments achieved by this project; limit the length to 200 words maximum. Statement should be easily understood and interpreted by non-experts and be crafted for use across PSU (Staff; Faculty; Students) and with external audiences.

Future Recommendations/ Lessons-learned: Briefly summarize how external partners/ constituents and PSU faculty, staff, and students could benefit from specific future improvements in planning, engaging, and executing similar projects.

Project Documents/Pictures/Videos On-line Archive: post the link to on-line project resources captured in this project, especially, pictures, videos, "Quotable Quotes" and other project documents.

Project Completion Report Date: Use the drop-down calendar to select the date this report was completed

Check-box: Click on the check-box to confirm the following: I/We, as Project Leader/Leaders, understand that funding is limited to the scope of this project, that all expenses associated with this project have been filed, and that no reimbursements are possible after the Project Completion Report has been submitted.

Project Assessment Criteria (both Qualitative and Quantitative responses): Provide text inputs for each of the ten Project Guideline attributes. It is especially important to include both the qualitative accomplishments and quantitative results achieved in completing this project.

Addenda Section: If required, use an Addenda section to incorporate any additional material deemed important in documenting this project.