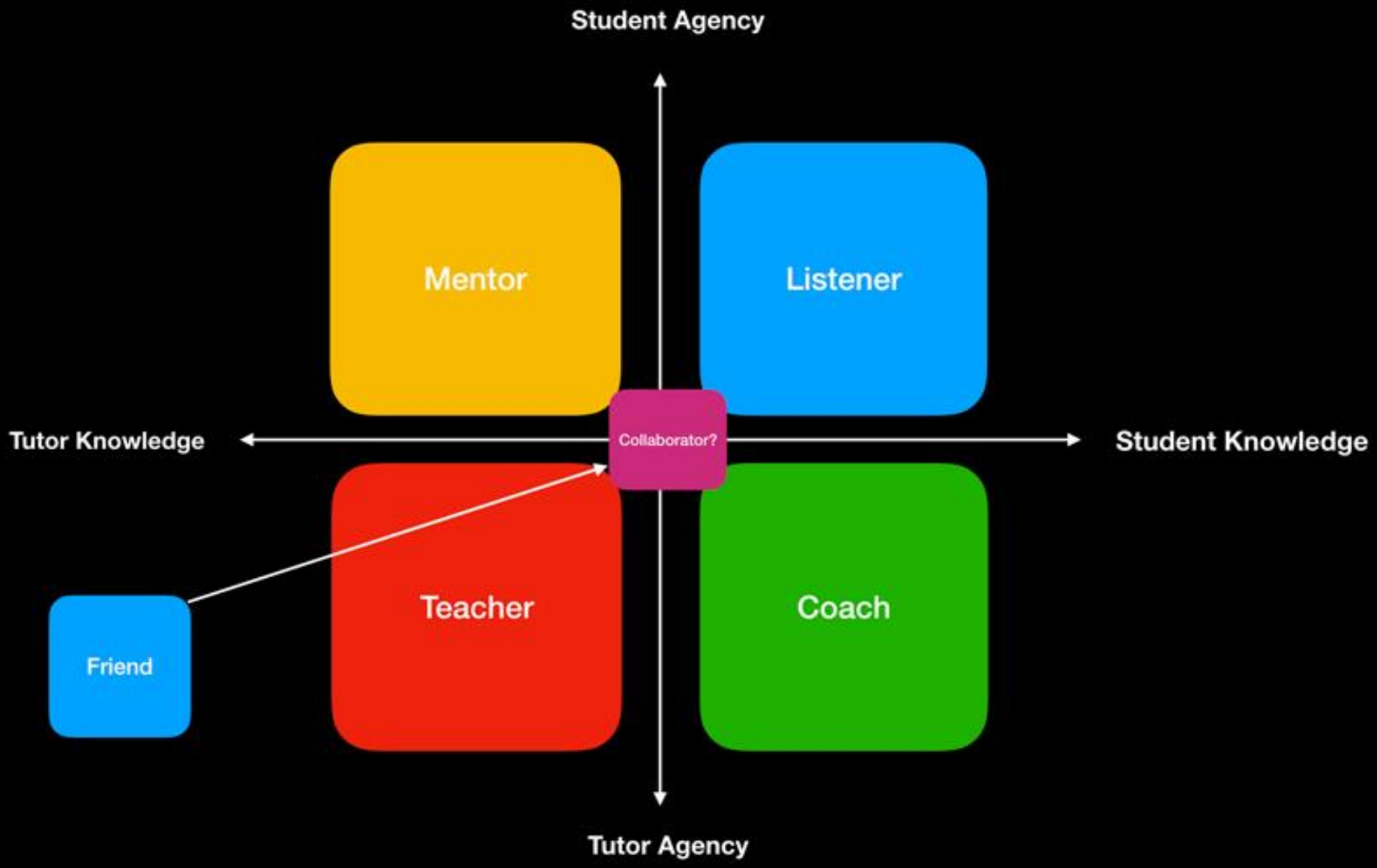


Model of Roles in Academic Support

(adapted from Webster, 2018)

Caregiver
Orphan
Warrior
Innocent
Creator
Lover
Destroyer
Seeker
Ruler
Jester
Magician
Sage

SAGE SAGE SAGE

LOVER LOVER LOVER

INNOCENT INNOCENT

MAGICIAN MAGICIAN

OUTLAW DESTROYER

HERO WARRIOR HERO

JESTER JESTER JESTER

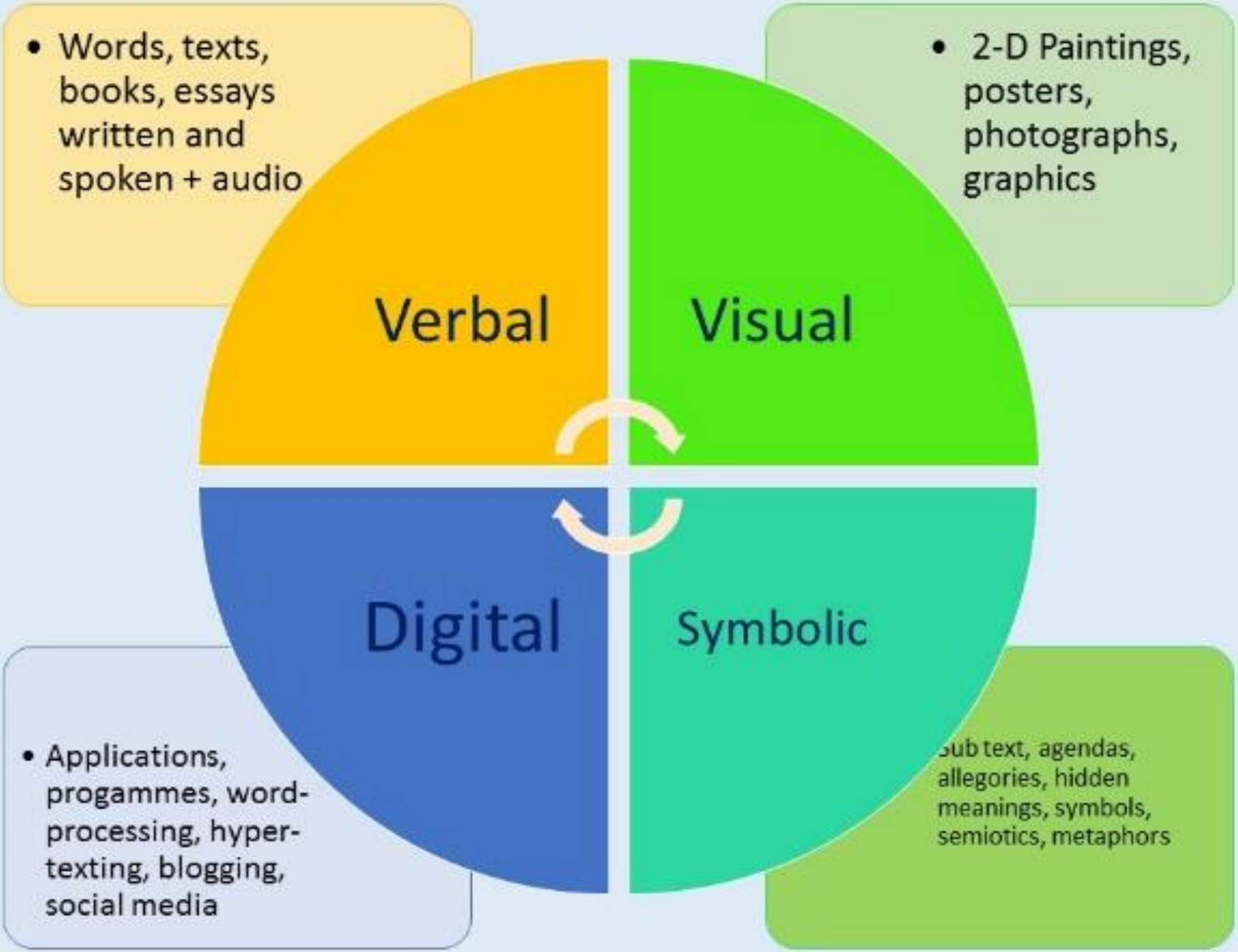
SEEKER EXPLORER

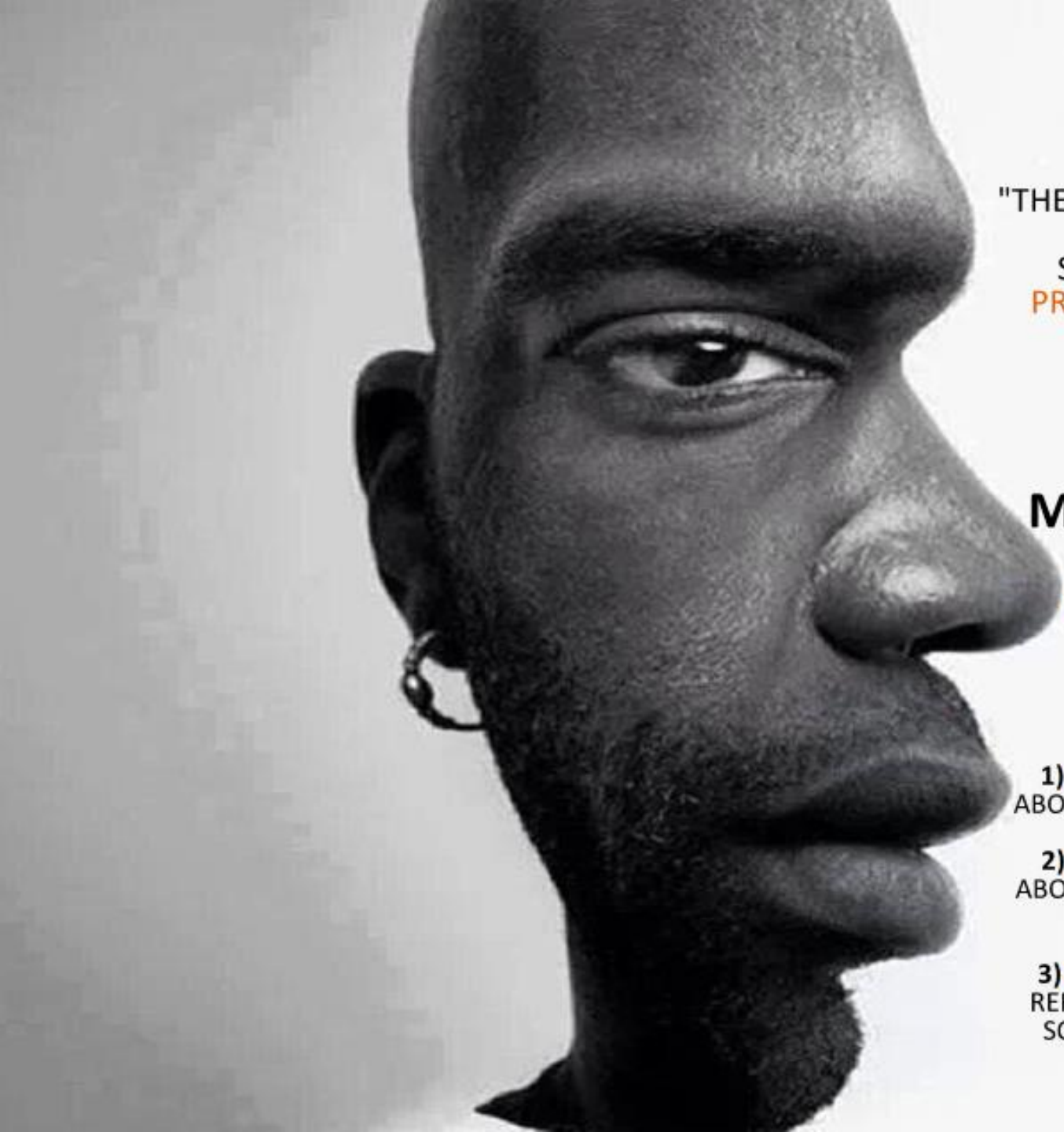
REGULAR GUY / GAL

RULER RULER RULER

CREATOR CREATOR

CAREGIVER ALTRUIST


• Words, texts, books, essays written and spoken + audio
• 2-D Paintings, posters, photographs, graphics
Verbal
Visual
Digital
Symbolic
• Applications, progammes, word-processing, hyper-texting, blogging, social media
ub text, agendas, allegories, hidden meanings, symbols, semiotics, metaphors



REFLECTION

"THE CAPACITY TO REFLECT ON ACTION
SO AS TO ENGAGE IN A PROCESS OF CONTINUOUS LEARNING"

(SCHON, 1983:102-104).

METACOGNITION

'THINKING ABOUT THINKING'
(FLAVELL, 1979)

1) DECLARATIVE KNOWLEDGE
ABOUT THE SELF AND STRATEGIES;

2) PROCEDURAL KNOWLEDGE
ABOUT HOW TO USE THOSE SAME STRATEGIES; AND

3) CONDITIONAL KNOWLEDGE
REFERRING TO WHEN AND WHY SOMEONE WOULD USE THEM

angel

ARTIST

COLLABORATOR

DETECTIVE

ENTREPRENEUR

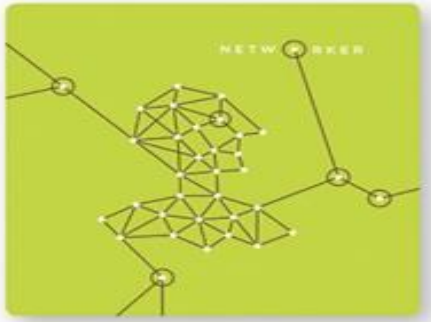
HEAL

HERO

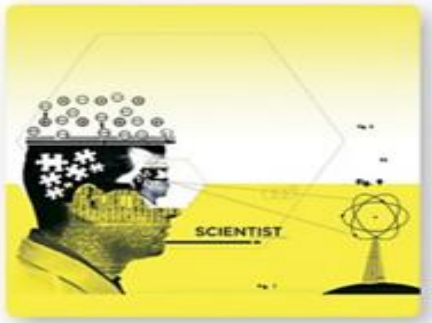
INNOCENT

Jester

MENTOR


NETWORKER

SAMARITAN

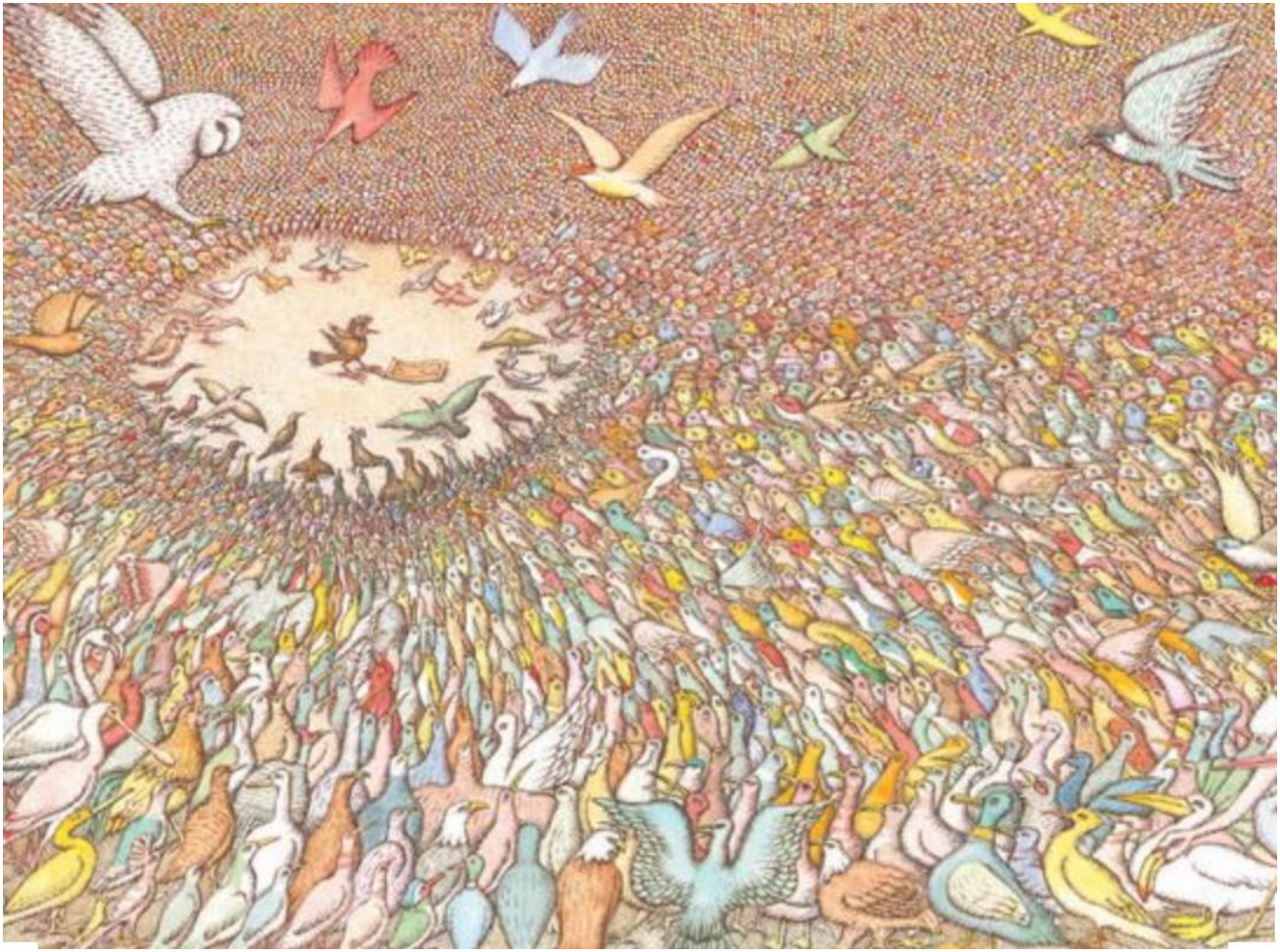

SCIENTIST

SHAMAN

SHAPESHIFTER

WARRIOR

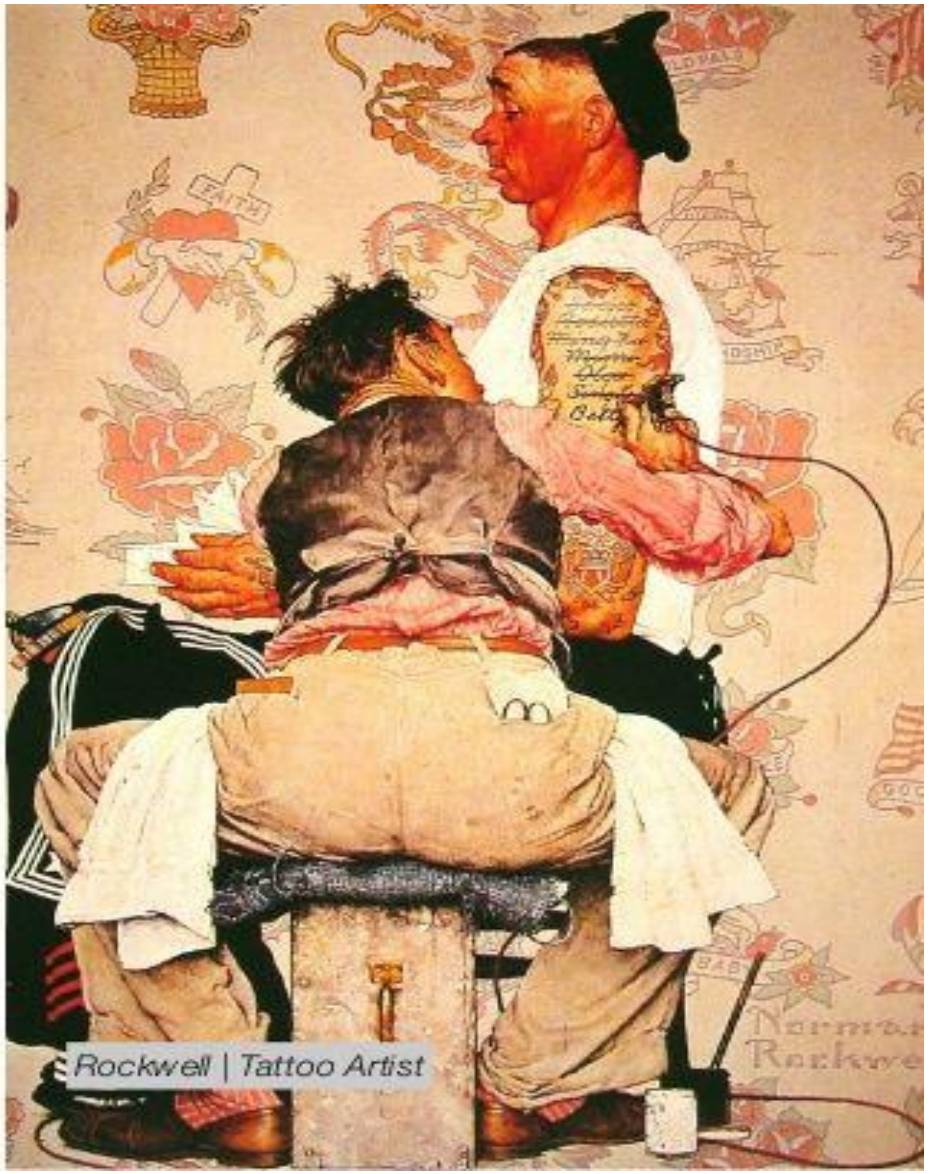
The BRIGHTER the
LIGHT
the DARKER the
SHADOW



"if I can't dance,
I don't want to be part
of your revolution"

the Jester

Core Desire: to live in the moment with full enjoyment
Goal: to have a great time and lighten up the world
Fear: boredom or being boring
Strategy: play, make jokes, be funny
Gift: joy
Trap: frittering away one's life



Rockwell | Tattoo Artist

"it can happen"

the Magician

Core Desire: Knowledge of the fundamental laws of how the world or universe works

Goal: make dreams come true

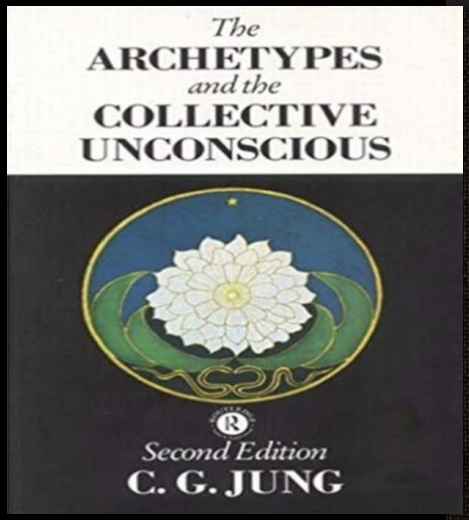
Fear: unanticipated negative consequences

Strategy: develop vision and live it

Gift: finding win-win outcomes

Trap: becoming manipulative

Dali | Galatea of the Spheres



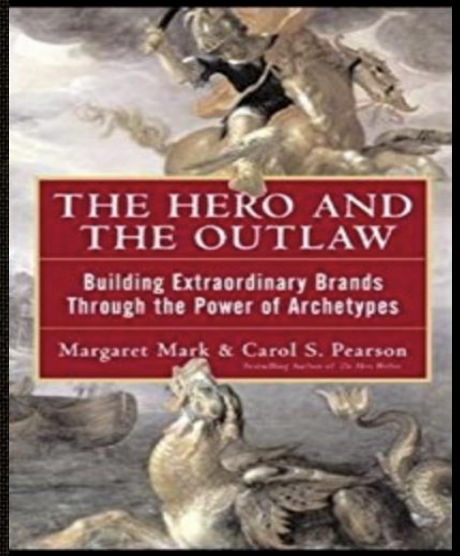
ARCHETYPES IN BRANDING

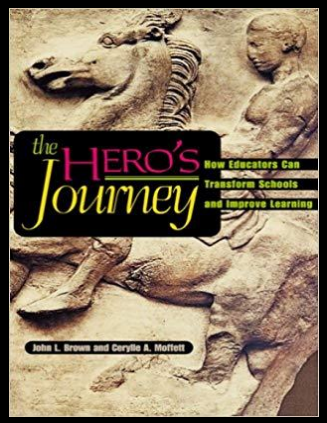
A TOOLKIT FOR CREATIVES AND STRATEGISTS

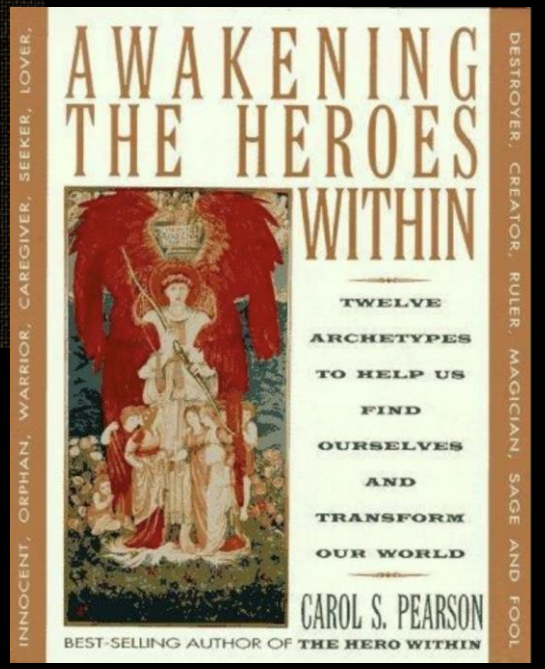
Margaret Pott HARTWELL

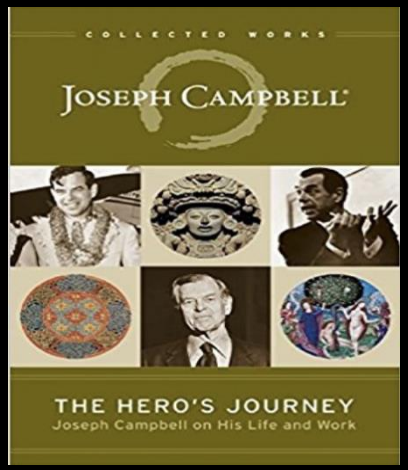
Joshua C. CHEN

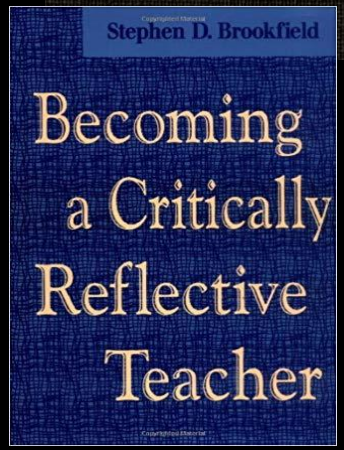
with CHEN DESIGN ASSOCIATES

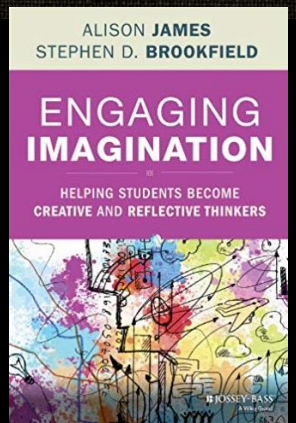


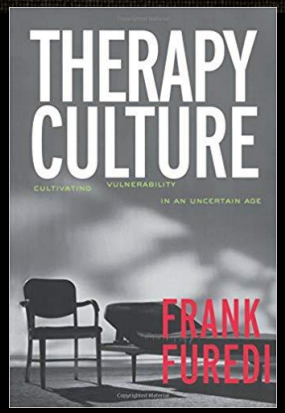


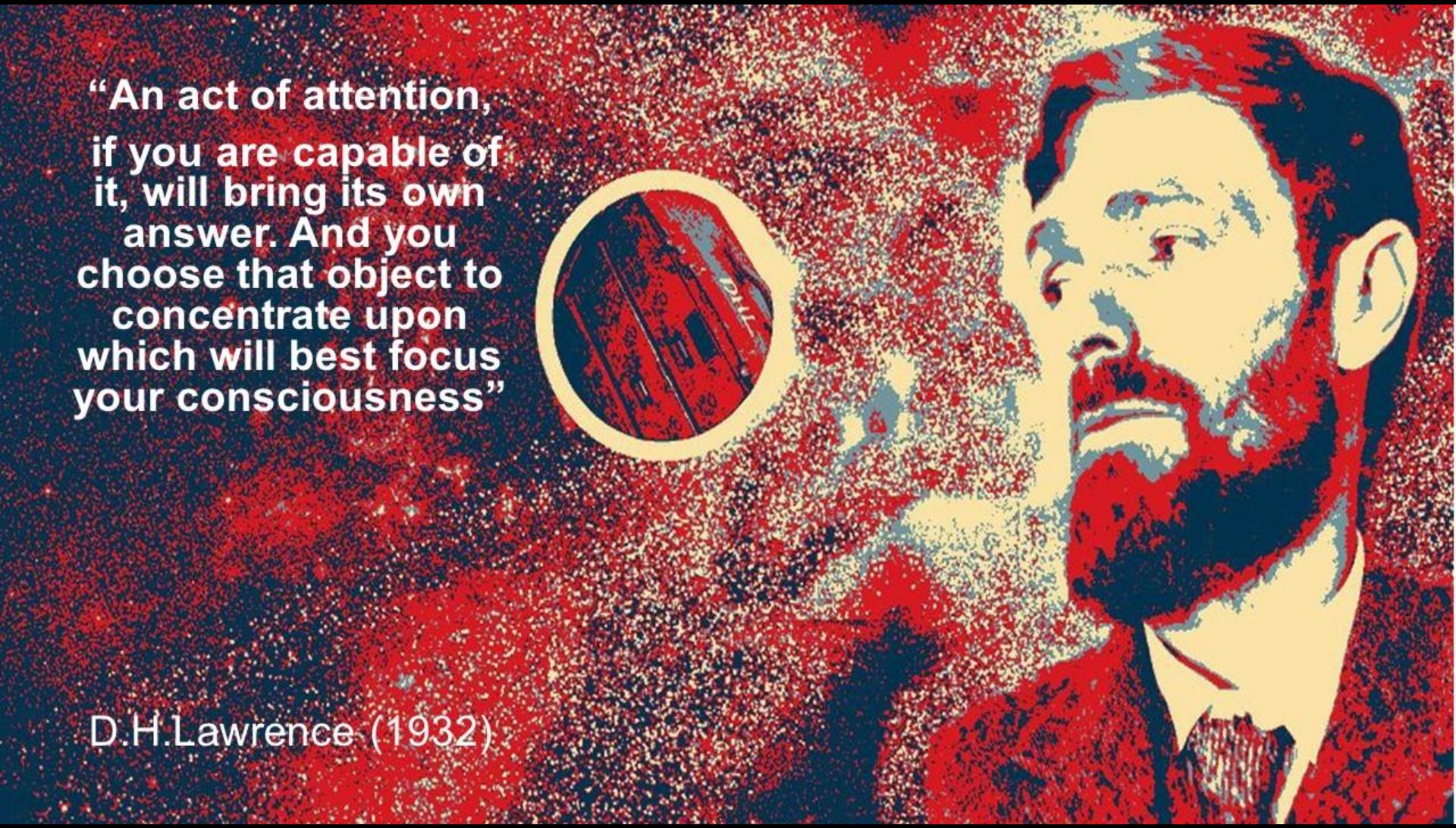






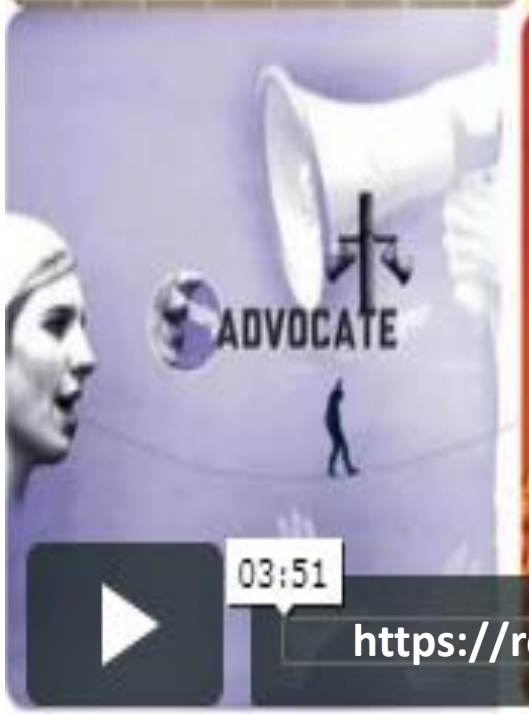





“An act of attention,
if you are capable of it, will bring its own answer. And you choose that object to concentrate upon which will best focus your consciousness”
D.H.Lawrence (1932)

Learning About Archetypes Quiz

from KDevlin



ARCHETYPES IN BRANDING HARTWELL AND CHEN (2012)

Caregiver // Angel / Guardian / Healer / Samaritan

Citizen // Advocate / Everyman / Networker / Servant

Creator // Artist / Storyteller / Visionary / Entrepreneur

Explorer // Adventurer / Generalist / Pioneer / Seeker

Hero // Athlete / Liberator / Rescuer / Warrior

Innocent // Child / Dreamer / Idealist / Muse

Jester // Clown / Entertainer / Provocateur / Shapeshifter

Lover // Companion / Hedonist / Matchmaker / Romantic

Magician // Alchemist / Engineer / Innovator / Scientist

Rebel // Activist / Gambler / Maverick / Reformer

Sage // Detective / Mentor / Shaman / Translator

Ambassador

Ruler

03:51

https://reflectionresearchfaqs.myblogarts.ac.uk

vimeo

The framework demonstrates how, through our curriculum, we empower our students and graduates to develop the wide ranging qualities, experience and behaviours that prepare them for the future and enable them to develop and sustain a rewarding professional life.

It articulates what we do well currently through surfacing good practice, ensures students understand they access this learning through the curriculum, and sets out an aspirational territory, in order to help us to further improve.

Enterprise and employability is not new to the curriculum. Nor is it a bolt-on. It is core to a creative education and to our practice at UAL. However, translating enterprise and employability into student learning can be complex. The framework provides a systematic approach that supports curriculum making, and provides descriptors that join enterprise and employability to benchmark a wide range of curriculum delivery.

The framework sets out three groups of attributes:

1 Making things happen

We will support our students to practice and apply their learning in a variety of situations inside the University, in the workplace and in the community. These experiences will enable our students to develop the following attributes:

Pr **Proactivity** – the initiative, hard work and passion required to make things happen in society, in the community, and in the workplace.

En **Enterprise** – the mindset that takes measured risks and that perceives and creates opportunities, and the resourcefulness to pursue these opportunities in an ethical and sustainable way.

Ag **Agility** – the ability to embrace rapid change and retain an open mind.

2 Showcasing abilities and accomplishments with others

We will enable students to communicate about themselves and their ideas and develop their own narratives. They will be open to receiving feedback, adapt to different situations, demonstrating the following attributes:

Cm **Communication** – the skills needed to present themselves, their work and their ideas, to inspire others and respond to feedback.

Cn **Connectivity** – the ability to collaborate with others, create networks and develop and contribute to communities of practice.

St **Storytelling** – the ability to demonstrate their unique talents, abilities and experiences to others in an engaging manner.

3 Life-wide learning

We will equip our students to thrive in uncertain futures and navigate change by developing the following attributes:

Cu **Curiosity** – the enthusiasm to seek out new perspectives, to create and build on existing knowledge.

S-E **Self-efficacy** – confidence in their abilities, and the ability to respond positively in various situations.

Re **Resilience** – the willingness to adapt and remain motivated, overcome obstacles, and deal with ambiguity, uncertainty, and rejection.

ARCHETYPES IN REFLECTION : AN EXPLORATORY STUDY

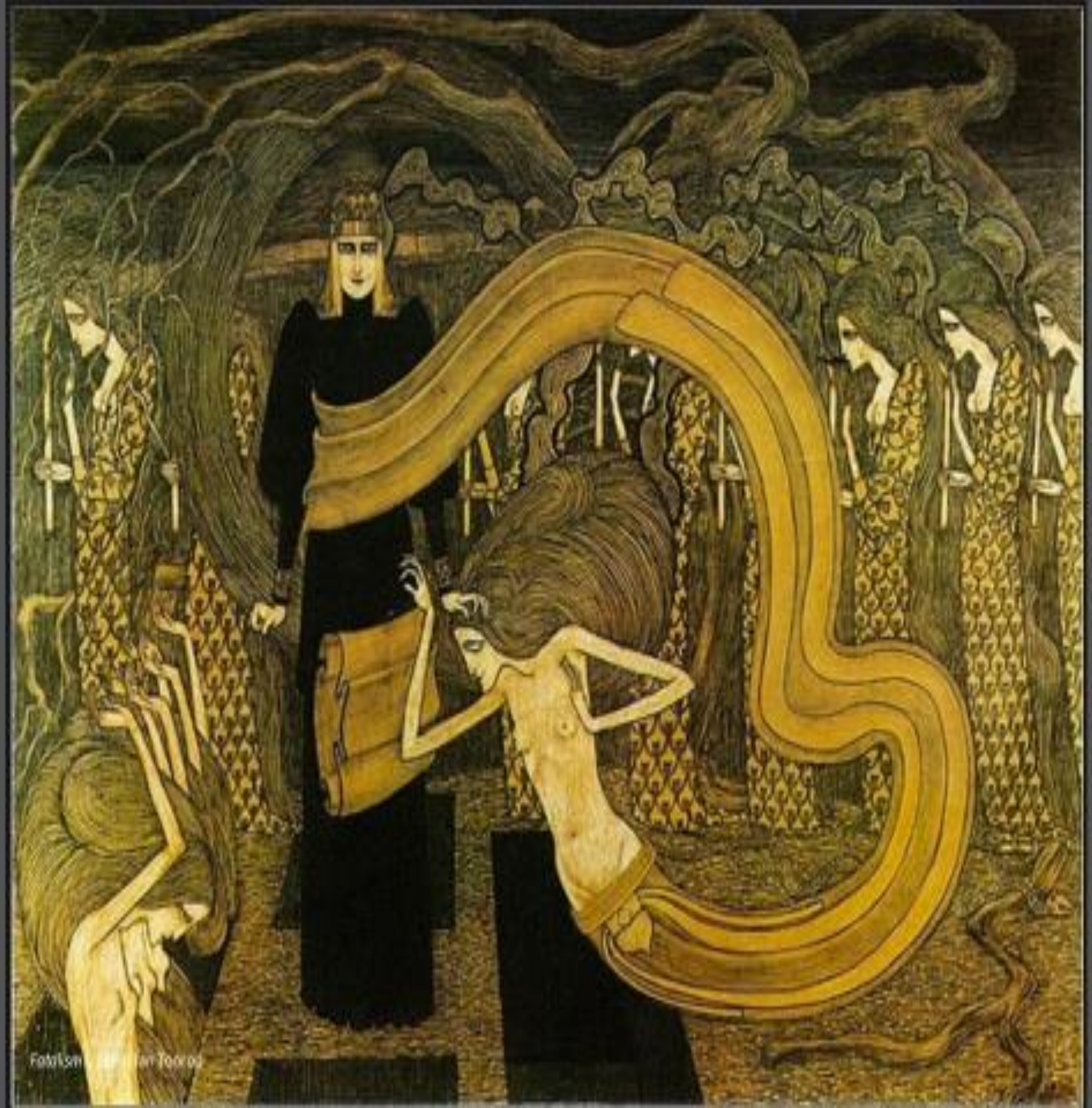
k.j.devlin@arts.ac.uk

KIERON DEVLIN

ACADEMIC SUPPORT

LONDON COLLEGE

OF FASHION

"Archetypes are complexes of experience that come upon us like fate, and their effects are felt in our most personal life."

C.G.JUNG, 1959:50