

Teaching Philosophy

Experience has taught me that a rigid, unyielding philosophy on instruction does not produce the desired result when teaching. I find that with each new class, new approaches to instruct the same basic concepts become necessary to assure that students achieve their and my desired goals. With each class I have taught, I have found differing strengths and weaknesses, which required alterations of my teaching strategy. For undergraduate students in the introductory levels, I find that a combination of instruction of technical skills as well as establishing good research habits paramount to their continuing education. I encourage students to utilize the techniques taught in class to grow and further their own artwork done outside of class. I also believe that familiarizing students with how to talk about their work in a professional and coherent way is an excellent method to encourage students to think analytically about their own and other's work.

In my experience one of the most helpful lesson I received, as a graduate student, was what my professor called "how to defend my work without being defensive." I believe that challenging students to be held accountable for the choices they make in their artwork helps them realize what aspects are important to their artistic practices, and what can be edited or revised. By giving the students an opportunity to have their work analyzed and critiqued on a regular basis by their professor and their peers, they become more confident in their process and its explanation.

My role as an instructor is to facilitate the learning process. I believe that the learning process is never over for students and instructors alike. My goal is to share what experience and knowledge I have with the students, but also instill the desire to continue their education in the Arts even after they have left the classroom setting. My aspiration is to establish good methods and practices to aid the students on the journey ahead of them in the Arts.