

Teaching Philosophy

As an artist, educator, and life learner, I am dedicated to the facilitation of educational opportunities to promote student advancement and to provide students with the tools and skills necessary for students to become productive members of society. Within higher education it is important to be able to anticipate the needs and abilities of students. In the years I have spent teaching in higher education and studying pedagogy for a variety of educational levels, I have become well versed in the necessary progression of advancement in standards and curricula a student must travel, from public education, to higher-level learning, and finally to postgraduate level research. Within my courses I facilitate student research and self-discovery by developing diverse opportunities, integrating innovative practices, and fostering social discourse.

Art as a field of research should be an experience where all students can learn more about themselves and the world around them, so that they are better prepared for the futures they will build for themselves. For students to truly develop as artists, they must be given a variety of methods, materials, and practices to explore their identity, message, and content. It is essential for students to learn to work and think in an interdisciplinary fashion, incorporating strengths from 2D, 3D, and 4D Arts. By focusing on diverse perspectives, students can build connections using their strengths.

In my own work I have been researching how user experience and design can alter and shape cultural experience. Whether it's through video, sound, web, drawing, or fibers, art helps us to develop new perspectives and connections to the world around us. Over the years I have continued to explore how to integrate arts and technology within education. Last year I gave a lecture, at Talk 20 MHK, over the benefits of using electronic textiles as a focus in STE(A)M to introduce electronics to new learners. Technology lends itself well to interdisciplinary collaboration. Whether it is integrating electronics into fiber art, using 3D modeling as a tool in sculpture and metals, creating interactive sound art, or creating animations, digital art can be used as a tool to incorporate technological and contemporary art practices into core curricula.

As an instructor, I believe it is important to create opportunities for collaboration within the classroom, across campus, and in the community. As a graduate student, I worked closely with my faculty to plan and promote art events that encouraged connections between the college and community. I worked as a student liaison in planning an art event and parade, called Artigras, that invited the community to celebrate in the arts and join us in congratulating our graduating students. Within my time arts department I worked with faculty to plan and coordinate video art screenings and video projection mapping installations within the downtown areas of the local community. I plan on creating the same types of opportunities for my students, so that they can learn not only what it is to create art, but how to be a larger part of the art world and community around themselves. It is essential within higher education to give students opportunities to connect with the world around them and to explore artistic inquiry using diverse approaches and contemporary techniques. By integrating interdisciplinary practices, innovative technology, and collaboration into core curricula, students will be better prepared to explore their own research and its future impact within the art world.