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Philosophy of Teaching Statement
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On Learning // When I look back on my own college experience the most valuable thing I learned was not a timely technical skill, but more hard-won lessons on how to approach learning as an ongoing practice. I recall building my first major interactive installation for my BFA thesis, under the tutelage of artist Golan Levin. When he lauded the outcome, I humbled myself, citing how necessary his technical and conceptual assistance was. To this he replied simply: "Well, you asked good questions." This was the first time I realized that even though I was able to implement my idea technically, the real reward was learning how articulate a line of inquiry and organize myself to best utilize resources and seek out appropriate, guiding questions of my supervisors.

On Teaching // Teaching is equally a giving of questions as it is of answers. Mostly I think of myself as a facilitator and enabler. As such, I help guide their conceptual direction by asking them to articulate their decisions carefully and early. I assume that my students are responsible adults and treat them that way. But I believe that my work –in addition to teaching, exposing and inspiring – is to help cultivate their innate talent and guide them towards a model of personal growth. One lesson I learned in my first years of teaching was to help my students progress in the manner that they are inclined to work; not to force them to work the way I would (even if that means letting them fail).

Goals for Students // Success looks different for every student, depending on their background before they enter my courses. I want my students to feel empowered when they exit; To feel as though they may not be experts, but the entry barrier has been significantly lowered. I want them to feel as though a world of previously unknown possibilities is now open to them.

Implementation // For any given course we are typically engaging in two interlaced processes: learning new skills (usually technical) and learning methods (strategies for best applying those skills). Conceptually, I try to de-emphasize specific software and focus more about what skills and methods are actually in play. For example, I wouldn't consider Processing or Java to be the topic of the course. Rather, I would consider the course to be about procedural literacy and how those skills can afford certain creative strategies or how they exist in other programming environments.
          One of my strengths is the ability to bring design thinking and iterative methods to a studio art context. The designer Bruce Mau once wrote "when the outcome drives the process, we will only ever go to where we've already been." I believe that for students, being in process with work and failing early and often essential. Along the way, I can expose them to new production strategies, new venues for distribution or exhibition, or cross-talk challenges from neighboring creative fields.
          I draw my knowledge base from much deeper sources than textbooks and tutorials. I teach directly from my own learned experiences and often bring in pieces of my own projects to demonstrate how methods from class can leave the academy and inhabit other environments. My CV contains a more detailed list of the exact courses and skills that I have taught and projects I

have completed. My sample syllabi will show that courses of mine accommodate constant iteration and evaluation.

Professional Growth // I always end the semester with an emphasis on documentation. After every course, I prefer to decrescendo and discuss the students' documentation and collect their suggestions for future courses. In addition to the students' personal growth, I want them to feel as though their input is valued. Reversing the power dynamic and putting myself in the position of the student helps me to cultivate empathy and create a more adult, horizontal relationship with students. It is in these moments that I feel I grow the most as a teacher.