

## STATEMENT OF TEACHING PHILOSOPHY

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As an experienced classroom teacher, museum educator, author, photographer, videographer, technology specialist, and researcher in the Art Science Research Lab, founded by the late Stephen Jay Gould, I view art at once as both a mode of inquiry & understanding and as a mode of expression.

I have three overarching objectives in my teaching. First of all, I want my students to engage in active, hands-on learning. I seek to cultivate students who can respond to works of art in a nuanced, sensitive, and sophisticated manner. I also want my students to be producers of knowledge and of visual and multimedia works that make use of the most recent technologies. Secondly, I strive to produce students who bring critical perspectives to bear on the digital world. To this end, I introduce my students to a wide range of recent philosophical reflections on new media technologies, so that they can comment intelligently on artistic paradigms. Thirdly, I seek to foster a collaborative learning environment, where students can learn from one another. I aim to forge a sense of intellectual community so that students can imagine aesthetic possibilities beyond today's existing technologies.

I have extensive experience teaching a broad range of subjects in a wide variety of settings. As an adjunct assistant professor for Teachers College, Columbia University, I developed the institution's first course on *Digital Storytelling*. Drawing on my dissertation research, this class introduces students to the techniques of creating effective digital stories; prompts students to reflect on this emerging narrative genre; and seeks to nurture distinctive narrative voices. I have also had the opportunity to teach in the fields of photography, time-based media, and digital technology.

At Tufts University I taught sections of art history and at NYU, I taught multimedia design and production. As a museum educator at the Isabella Stewart Gardner Museum, I created an "Eyes on Art" program for K-12 students.

My interest in teaching extends beyond the classroom. As a Teachers College video specialist, I was responsible for helping instructors develop interactive online teaching modules, as well as using digital technology to assist in the evaluation of instructor's performance and methods. I also conducted training seminars and workshops to familiarize faculty, graduate students, and teachers with latest educational technologies.

I would welcome the opportunity to teach courses in art and communication theory, critical perspectives, arts education, and art practices in the field of digital media. Having taught digital production and studio courses, I understand the importance of motivating students to learn beyond the mere amassing of information by engaging them in actively creating. I design my curriculum to enlist students in the ongoing dialog between theory and practice via a thorough exploration of content, hands-on practice with the relevant tools and technologies and a penetrating examination of how the work is grounded in their own experience and in the broader contexts of culture and history.

My journey from the study of traditional art history through the exploration of new media and technology to an examination of the inter-relationship of art and pedagogy has taught me to envision the boundary of disciplines and art forms as porous rather than sharply divided. I strive to incorporate education strategies and to create a learning community that embodies this belief. For example, writing occupies an important place in my pedagogy. In my course on *Digital Storytelling*, students keep journals in which they reflect on their use of narrative and of audio and visual media, which in turn allows for connections between their projects and broader theoretical and conceptual conversations. Students are also encouraged to expand their work beyond the limitations of digital technologies by combining and connecting with other students, disciplines and arts. Through exploring different ways of doing art and theory, learning becomes a constantly reflective process of expanding one's conscious awareness.