

## ***Philosophy of Teaching Statement***

Successful teaching blends the instructor's proficient experience with the students' talent and interest to produce creative artistic development. The instructor should be a frank and enthusiastic leader and guide, whose professional expertise, energetic personality, and insightful input create a positive educational experience and environment for the students to unfold their artistic potential. Effective teaching involves being passionate, devoted, and patient about the subject of instruction. I achieve a positive classroom atmosphere by promoting and respecting intellectual diversity among students. Through individual and group student discussions, I accentuate sharing personal and artistic experiences with their peers and instructor. I create this interaction by suggesting and guiding the topics of discussion.

Another consideration is endorsement and respect for diversity of age, social, economic, and cultural backgrounds. Because art classes attract various students, I believe that it is my responsibility as an instructor to create an encouraging environment in class and emphasize the importance of such diversity. I translate it as a unique opportunity that offers rich artistic inspiration and contribution to the students' artistic and personal growth. I encourage students to share their creative ideas in class and draw upon their own and each other's experience in their artistic expression.

One of the most central discussions I raise in class focuses on the development of students' critical thinking about their own and other artists' work. Critical thinking is an invaluable and essential skill, used in a extensive spectrum of occupations. I challenge my students to think of any art work and its form from a critical view. They learn to observe its strong and weak elements, and see it in context and in relation to the contemporary environment.

Aside from creating a friendly and supportive in-class atmosphere, a successful learning also requires commitment from the students. This includes regular attendance, active participation in art projects, field trips, individual and group discussions and critiques. I also advocate students to develop a breadth of skills by giving technical material demonstrations, organizing writing assignments, assigned reading, assisting in improvement of their portfolios presentation, and preparing for all aspects of art shows.

An additional way to support the multiplicity in class is to implement various strategies to present course materials. I constantly seek new strategies to convey my artistic knowledge and expertise to my students. Because students come from different backgrounds and learn at different paces, I compose course resources in a variety of formats. I employ lectures, discussions, organized and informative handouts, books, slide shows, video presentations, and "hands-on" experiences for my students. Each method caters to different sets of individual perceptions and strengths. I always leave room in my syllabus to adjust it to students' skills and interests.

Along with setting a structural learning experience, I believe in fostering fun and humor as part of the educational process. Humor lightens the weight of the learning process, allowing students to enjoy the most challenging course topics.

Self-improvement is also significant in my teaching philosophy. A great instructor should remain a good student throughout life. As an instructor I evaluate my performance in the classroom by inviting my colleagues to oversee my lectures. I attend related workshops and seminars to improve my in-class presentation. In addition, I discuss with students course goals and their reaction to materials given in class. This approach helps me better understand and maintain students' interest. I also continue to advance my artistic skills by participating in various art shows, visiting conferences related to the subject I teach, and keeping up with current issues in my area of specialization.