

Teaching Philosophy

As an active educator, artist and technologist with an emphasis on inclusive practices, I am firmly committed to enabling and creating environments for interdisciplinary and collaborative research. Teaching a diverse and inclusive student population requires a dedication to equity in the educational environment, and I work towards this by enabling each student's success through an emphasis on collaboration, equal access, respect and community. As an interdisciplinary artist and educator, I am passionate about encouraging all students, regardless of background, major or previous experience, to develop their practice and research through the use of emerging technologies.

My approach to pedagogy could best be described as "object-oriented". In course planning, I consider a variety of teaching tools, including historical objects, primary texts, interactive experiences and multimedia tools. In course development, I create environments, exhibits, or installations around the course theme, often in direct consultation or in collaboration with students. My personal work as an artist has an inherently pedagogical approach, with projects that detail the history of technology, culture and media history, and these projects inform and activate my approach to pedagogy.

When teaching interdisciplinary students from a wide range of backgrounds, it is crucial to emphasize accessibility for a diversity of skillsets. I encourage this by tailoring projects, teaching approaches, and technical tools to each student's particular strengths and needs. My teaching practice is a combination of technical instruction, media theory and historical context, incorporating constructive feedback that takes the form of group critiques of student projects, as well as individual mentorship with a student-centered approach. By employing active learning strategies that combine technical instruction paired with out-of-classroom learning and creative experimentation, I encourage each student to discover their own form of artistic practice, and adjust the coursework to complement this. I emphasize a socially informed approach to artmaking, in order to promote critical thinking about the decisions and thought processes underlying each student's creative practice. By situating each project alongside a thoughtful and engaged analysis of the sociocultural context in which the students are working, I encourage students to reflect critically on their work, and themselves, in the process of defining their artistic practice.

As an early adopter who follows shifts in the changing landscape of contemporary technology, I continue to learn and teach new techniques as mediums change and evolve. Technically, I have experience teaching a wide range of contemporary media practices, including introductory approaches to creative coding, 3D modeling and animation, interactive application development, as well as 2D animation, video and digital photography. Recently, my research and practice has emphasized volumetric media, with an emphasis on 3D scanning, depth cameras capture and multi-camera reconstruction techniques. I am experienced and well versed in multimedia practices for immersive experiences, with a recent emphasis on teaching virtual reality design principles, augmented reality app design, and mixed reality project development.