"A teacher is like a garden." – Emmet Gowin

COLLABORATION – My conception of a class is that of a community or collaboration of learners. In this model everyone shares responsibility for making the class a success. This does not mean that everyone is equal. As in other successful collaborations someone must have a vision or at least a proposed trajectory of inquiry. I feel that my role as a teacher is to create a dynamic environment in which students who share this interest can join the class and assume participatory roles to help manifest the vision.

MULTIPLE – I'm not here to reproduce myself. I strive to provide, facilitate and enable multiple languages, voices and perspectives. I redirect attention from my voice to others voices by encouraging students to share from their own experiences as they relate to the subject matter. Within the context of this environment, I feel that it's okay to not always understand everything that's being said. In this way, as a community, we can deconstruct and challenge ideas of universal truths, nature and essentialism. Tangibly, this results in classes that incorporate a variety of lecture, discussion and group activities as well as feedback loops along the way to help measure effectiveness.

CRITIQUE – Introduction of critical theory of history, gender, power and whiteness is an important component of my pedagogy. I aim to incorporate a mode of critique into art making which starts with the self. I draw inspiration from the Socratic approach of Cornell West with the claim that a life unexamined is not worth living. I try to find a place of comfort in discomfort and firmly believe that it is not our purpose to feel good all the time. There can be integrity in grappling – all pain is not harmful, all pleasure is not beneficial. I see my commitment to socially engaged pedagogy as an expression of political activism.

TECHNOLOGY – In addition to other areas of inquiry, I carry a particular investment in demystifying technology as a space of fear with hopes of re-mystifying it as a space of enchantment. Many technological devices and software can be likened to a "black box" – an object that takes inputs and produces outputs in a way that is utterly mysterious or incomprehensible to its user. In response I try to employ a "kitchen sink" approach towards art making and technology in which we open the hoods of these black boxes. With this approach I hope to help students find both the tools and confidence for learning a medium that is impossible to teach comprehensively because it is so large and changes so quickly.

SELF – I firmly believe that being a good teacher must also involve personal development and enrichment. On a professional level this means: continuing to educate myself, staying current in my field, engaging in research and participating in classes, conferences, workshops, and/or mentoring, that can improve my knowledge of the subject matter. On a personal level this means maintaining healthy relationships, running, going to yoga and eating ice cream regularly. One of my most cherished teachers would talk about how a teacher is like a garden – only when it is nurtured and maintained can others benefit.

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