

Teaching Philosophy

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"I am still learning"

-Michelangelo

Mission

My mission as a teacher is to help people succeed. I engage students within the classroom and digital laboratory and seek to create a learning space free of discrimination, sexism, harassment, intimidation, and insolence where individuals challenge, respect, and learn from each other. The opportunity to nurture such a creative environment is an honor and a privilege. It allows me to fully embrace my passion for being a teacher. My role as a teacher is one that demands that I help students gain confidence in themselves and their development as scholars and individuals who have the power to positively influence society.

My personal and professional dedication toward being a teacher and researcher guide me as a thoughtful mentor to my students and help me contribute my knowledge to society on a mass scale through presentation and publishing. I meticulously keep current with new research, topical news, and dynamic technology convergences so that I can introduce students to a broad range of critical positions. This personal philosophy allows me to teach in a responsible way that brings the classroom as close as possible to the frontiers of research and immediate application.

Pedagogy

My broad pedagogical objectives are to help students develop critical thinking aptitude, ethical awareness, research skills, and applied communication abilities that navigate them to find their true voice and passion as they grow into communication practitioners and creative talent. I foster critical thinking and the understanding of ethical protocols for my students within the classroom through historical case examination, interactive discussions, open critique, and peer collaboration. I do this to expose students to group civility and personal consideration. This focus extends beyond tools and techniques and covers the social responsibilities and ethical considerations that need to be addressed by communications, creative, and entertainment professionals in a society saturated with pervasive messages, objectionable content, plagiarism, and biased information.

As a communications educator who teaches students to solve problems using critical thinking, media, and message, I am a constructivist who believes that students construct and develop knowledge within the framework of past experiences and personal learning styles. I feel the best way to foster this construction is for students to focus on experiential, fully engaged objective-based learning activities which generate tangible artifacts that communicate personal meaning. To accomplish this, I help facilitate student success by introducing relevant theory, grounded examples, and challenging problem-centered course assignments which fit into the world of academia and professional practice. Students are then autonomous to explore meanings within their own identities to develop interpretive writing, creative productions, and design projects that meet objective problem solving criteria, thus evoking their own style and tangible evidence of learning. In the teaching process, I frame my own personal, cultural, and historical experiences in the field, in my research, and in my life to share with students how I have reflected, reacted, and solved problems.

Responsibilities

I feel that as a teacher I have some explicit responsibilities:

- *I must transfer theory, knowledge, and skills at the highest levels to students and my discipline*
- *I must be thorough in my approach and precise in my criticism*
- *I must teach what I know and know what I teach*
- *I must use real-world examples, materials, and techniques*
- *I must stimulate participation, communication, and responsiveness from everyone in my classroom*
- *I must always encourage and never insult*
- *I must facilitate practice*
- *I must be empathetic toward the problems of my students*
- *I must be a lifelong learner and collaborator*
- *I must help enable my students to become their own teachers and lifelong learners*
- *I must care and commit to excellence*