

Teaching Philosophy

My teaching philosophy is to facilitate a space for students to feel comfortable asking questions and engaging in friendly discussion. In the classroom, although I am the official instructor, I believe everyone, instructor or student, have knowledge and/or skills to both share and learn. I approach my instructor role from the angle of facilitation, providing information and guidance, while encouraging discussion, exploration and friendly critique.

I want students to leave the class not only learning from lectures or content I share, but also from each other, problem solving, interactive activities, and critical deduction. I take a hands-on approach to teaching, because I believe the most influential learning experiences come from exploring, making mistakes, and getting messy. In this sense, I structure classes to be flexible, so that learning objectives can be reached through the delivery of projects and activities that cater to the students' interests. By structuring class around the students' interests, the students are personally invested in the course content, providing intrinsic incentive to develop new skills, knowledge and critical thinking tools needed to success with their academic, professional and/or life goals.

With an understanding that there are many forms of intelligence and modes of learning, I use a feminism pedagogy to create inclusive environments that respect each students unique identity, histories, life experiences, strengths, and associations with the formal education system. Using project based learning with specific objectives and goals, students are critiqued within class based on their progress throughout the course rather than an abstract goal post. This does not negate critique, on the contrary, critique is an important within my philosophy, because critique is an unavoidable aspect of being within academia. Within class, I use critique sessions to provide constructive feedback not only from myself but other students. Critique is an opportunity to point out areas of improvement as well as areas the students have excelled in.

The classroom is a space to experiment and evolve, both for the students and myself. Through teaching from a place of care, using project-based learning, and constructive criticism, students within classes and workshops I facilitate leave feeling more confident and able to tackle future challenges and tasks in-and-out of the classroom.