Teaching Philosophy

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In my 5 years of experience, I have taught a range of ceramics courses at the graduate and undergraduate level. My teaching specialties, which align with my research interests, are in the areas of handbuilding and sculptural techniques, including figurative, hollow-built, large scale sculpture, moldmaking, and casting techniques. My teaching philosophy is progressive and student-centered, positioned around the belief that students learn by doing. My job as an educator is to provide an environment in which students feel safe and motivated to take an active role in their learning. I introduce techniques, materials, and concepts while encouraging students to treat knowledge as a tool rather than an authority.

I was educated in an alternative model designed around Gardner's theory of multiple intelligences, which approaches learning through distinct modes of intelligence rather than a single, general ability. This perspective overlaps with historical craft practices, treating technical skill as a physical, stored intelligence developed through tactile learning. This type of intelligence governs the ability to create and express oneself with the body. Control over the physical body and the relationship between mind and body is considered part of a wider scope of human potential. I believe that practice with materials and motor skills requires a trained attention that is invaluable for this generation of young artists.

The content covered in my classes cultivates curiosity, and students have a role in shaping their learning. I have mentored students from a variety of backgrounds to express elements of their identity through the physical properties of clay, using the material as a poetic device. In the studio environment, I am well-versed in teaching to multiple skill and comfort levels. My goal is to cultivate confidence in students' abilities to move through the initial apprehension that comes along with learning a new skill.

Students must feel secure before this environment can emerge. I set a clear tone of respect and value for diversity in the classroom. I ask careful and targeted questions rather than prescribing answers or conclusions. I acknowledge the inherent difficulties that come along with sharing artwork and process, outputs that can be personal and emotionally charged. With an established climate of respect, students consistently speak up and engage one another in class. Creating space in these critical moments allows students to arrive at profound stages of self-discovery through their own investigation.