

Taylor – Teaching Philosophy

I believe that teaching in higher education requires a specific skill set & a demeanor that respects & cares for the whole student, encourages empowerment, ownership, & requires deep self-reflection from all participants. The interactions I have with students provide them an opportunity to learn deeply & intimately in the goal of a well-rounded liberal arts education that challenges expectations & raises new questions or avenues of academic inquiry.

When entering my classroom, I expect active consumers, not passive observers, in order for learning to happen. The thirst for knowledge paired with the pursuit of understanding our responsibility to our communities are paramount to forging new connections between course content & student's individual experiences. Without establishing practical, living connections between material knowledge & content with student experience, I cannot expect to equip students with the necessary tools for success in the twenty-first century. I employ a wide variety of technology & alternative methodologies to actively engage students with the course material & the world they live in every day.

I see teaching as fabricating an environment where students learn to think critically, react to material, & encounter book knowledge, in practice & in theory, with **presence & resistance**. I like to encourage the spirit of discovery & believe teaching allows me to follow questions & guide students into thinking about material & putting that thought into action with what they already know to be true.

I am more interested in working with students to challenge their own critical eye & help them articulate an aesthetic, insisting that they stretch themselves as both scholars & practitioners. I would rather provide for students, cultivating & fostering an environment where risk taking is encouraged & supported; students should leave the classroom equipped with an authentic voice & tools with which to use it. I teach by demonstration, Socratic discussion, & by often flipping my classroom where students guide instruction by preparing materials for classroom discussion & feedback. By continually authenticating skills, I encourage students to attack the reality of the world instead of engaging them in pretentious role-plays & facsimile representations of life. As a learner, I believe that the classroom should be a meeting ground for understanding, acquisition, & working. Through shared experience grounded in truth, theory, practical knowledge, I believe teaching is creating a shared space for authenticating practical skills & growth.

I like gadgets in non-studio environments, frequently employing Web 2.0 technology into my lectures such as polls, doodles, & other interactive apps. I aim to continually discover ways to best deliver content & encounter the acquisition of knowledge with humor & entertainment. Through participating in theatre arts courses, students should be encouraged to explore a variety of avenues into the artistic & creative processes encountered in storytelling, regardless of their intended profession. Without a doubt, in my classroom active learning & meaning making take precedence over passive consumerism.