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Being that my art is so steeped in the concept of play; play is at the very core of my practice as an artist and an educator. In his book about Play, Stuart Brown states that, “play lies at the core of creativity and innovation.” Utilizing the tools of my craft, I create a stimulating learning environment that allows students to critically think, actively question, continuously seek answers, and creatively solve problems through a variety of teaching methods that touch upon all the different learning styles.

I believe that students should have ownership of their learning and make sure that my classroom is student-centered. I also respect that students enter my classroom with many layers of understanding and knowledge from their past experiences. This results in a classroom atmosphere that is interactive; driven by discussion and student participation. This dialogic exchange creates an atmosphere of collaboration within my classrooms, which is fundamental to the art of theatre. While my students learn to take in and listen to the ideas of others, they are constantly challenged to critically assess their own views and further define their personal artistic voice.

Theatre students should develop ability to communicate their ideas through writing, spoken expression, and public performance. To accomplish this, I make sure to include assignments and projects that require students to respond and work in these different ways to hone their skills.

I find myself constantly working to maintain the balance of challenging and supporting my students. While I do hold my students to a high standard, I work hard to support them every

step of the way by sharing what I expect of them (orally and in the syllabus, as well as sharing grading rubrics in advance), giving them the tools they need to succeed in the way of readings, discussions, and suggestions for outside material, and encouraging them to come speak with me about their work.

In regards to assessment, I believe in utilizing a variety of approaches in order to accurately gauge a diverse group of students. In my classroom I employ projects, presentations, quizzes/exams, rubrics, and reflection. Self-reflection and critique is an important skill for any student to learn and hone, and it also allows for the evaluation of students' growth over time. In addition to reflective practices, the measurement of growth is also seen in comparable projects that are given at the beginning and end of a course. Through qualitative comparison I can detect the level of mastery of the concepts covered in the course. I seek student and peer feedback on my methods through written evaluations and one on one conversations. As my students are constantly growing and evolving, in order to continue to be effective I must as well.

Seeing passion in another person's eyes is what inspires me to teach. When a person is passionate about something they consciously look for ways to learn and grow in that area, and soon they discover that every experience feeds into that growth. It's a beautiful process and after becoming consciously aware of it myself, I am compelled to actively take part. Teaching allows me to nurture that fire in another human being.