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Expanded Teaching Philosophy

When teaching, my main objectives are exposure to 21st Century Media Arts Practices and Student Experience. As Chris Burden said decades ago, the Renaissance artists would not be working solely with paint, or marble; they would be engaged with the latest technology. Additionally, I encourage students to work with an interdisciplinary approach.

New Media practice should not only cover disciplines such as Time-Based Video, Performance Art, Digital Media, Animation, and Interactive Media: Games, Mobile Media, and Websites. This evolving field offers endless possibility, including: Creative Computation, Computer Vision (ie: Neural Networks, Neural Fields, etc), Virtual and Mixed Reality, Projection Mapping, Robotics, Digital Fabrication, Biological and DNA Art, just to name a few. Even the name of such a program becomes allusive: Electronic Art, Expanded Media, Emerging Media, and my personal favorite: Transmedia (MFA: Studio Art - Transmedia - UTAustin 2011).

In this field, my contributions have been interdisciplinary works that include Video Production, Performance, 3D Modeling and Animation, Installation, and Projection Mapping. I saw the opportunity to evolve my practice to integrate additional methods and processes. Lately, my main focus has been Virtual Reality (along with Augmented and Mixed Reality), Motion Capture, Creative Computation, and Computer Vision (GAN, Neural Fields, etc). My hope is to integrate one or all of these into an existing Studio Arts Department. I hope to find an institution that will be open to exploring new approaches, but also to engage these practices with the available University Community, but beyond into the larger Local and Global communities. Along with the infrastructure of new avenues within Studio Art, I hope to build bridges with other disciplines and departments within the University to expand the mission and opportunity to develop stronger programs.

I encourage All (Studio Art and Design) students to explore these types of practices, and to think beyond these technical process to bring creativity and engage with community. Student Group Critiques will be a central part of my courses. How students actively think and talk about their work and their peers' work is essential to growth of an artist. I have students read accessible and exciting articles, or excerpts from books about various other fields, not only art, to aid in their critical thinking and communication. I have my students watch films and videos, to discuss together that which would not be part of their normal media diet.

Students are often intimidated by new techniques (and usually not intimidated by new user experiences). We all become comfortable with what we know. I make experimenting with New Media by integrating collaboration as often as possible. When students collaborate, or contribute to a larger project by offering a small piece to the solution, they are activated in a much more engaging way to solve a problem with a peer. I make an early assignment to be completed with a peer, even if it's something very simple. I encourage my students to ask questions whether to me, to each other, or even to approach members of the community.

Another major aspect of the student experience is inclusion. Inclusion, Diversity, Equity, and Access should be at the foundation of learning. I create a safe environment for every student to show them that they are valid, that they are enough. I practice tolerance and compassion, and offer meditation as a tool in this practice. I advocate for diversity of ideas, concepts, and disciplines. LGBTQA+, Ecology-Centered, and Metaethics just to name a few inclusive frameworks that I bring, and I encourage students to bring and share their own. I encourage students to form Collectives, make Zines, raise awareness and build their community. We have to show them that together they succeed, it isn't a competition, we raise each other up to all succeed.