

## Statement of Teaching Philosophy

I feel that the true indicator of a student's success is to what extent they are established and working in their desired field. This practical result must emanate from a careful sculpting of academic idealism coupled with content, resources and methods that harness competency. My teaching philosophy revolves around the motivation of a fulfilled career supported by the necessary foundation of critical thinking skills and by invigorating social responsibility through a curriculum design that encourages career identification, definition and execution of long-term goals.

It has become clear from my experience in the classroom that to teach effectively is to understand the appropriate uniqueness of a particular group as well as relating to the needs of the individual. This sensitivity must always be flexible and changeable on the fly to capture the best conditions for the absorption and application of course content and activities. When creating my educational model "New Music, Culture and Change", my intention was to contextualize contemporary music with cross-cultural awareness while investigating the challenges to survive in the marketplace. It is important to inspire an understanding of historical practices and to generate creative openings for students to actively participate and experiment, thereby increasing and enhancing confidence.

In a nation where funding for the arts has diminished, the best defense is to willfully create an equilibrium by investigating the subject of innovation directly, to challenge systems of thought, belief and assumptions and gain momentum during the educational process which will logically extend after graduation. This approach has been exemplified with student-centered principles rather than the head-on lecture standard. Student participation is not merely a component of the experiential element, but I find it necessary during discussions to ask students to go beyond their limits of expression while speaking to develop spontaneous inquiry into their statements. I have experienced success with this approach in past workshops, lectures and in my own learning as well and this surely manifests an improvement in critical thinking skills, which are of the utmost importance.

Assessment and evaluation options have been primarily intended to reflect the level of mastery of the student's performance. With an eye on intellectual development and monitoring their ability to express thoughts coherently both in writing and verbally, I include group discussions, guided individual projects and final presentations as the best blend for a fair evaluation. Following these practices have enhanced and invigorated my passion for teaching. Maintaining a high level of enthusiasm has also provided a secure link to the learning process and activity of students. I am particularly excited about being part of a faculty with an innovative spirit and look forward to sharing my teaching strategies and learning from others.