

# **AllyCatherine Wild**

Fort Wayne, Indiana 2009

## **TEACHING PHILOSOPHY**

### **Teaching**

On the human level teaching is an incredible challenge of communication, humor, discipline, mercy and strength. This said, I make the effort to model and teach skills that help people to use their wisdom compassionately.

Go to student work: <http://www.allycatherine.com/portfolio/port.html>

To bring ideas to life, my teaching clarifies three moments of truth; how to communicate visually, how visual ideas function in the information age, and how art/design is created. In the studio, I use student-centered hands on activities for direct experience of concepts. Learning outcomes include an awareness of visual language, building critical thinking skills based on the design principles of organization, structuring communication in metaphors, and expressing ideas with the elements of art. Students engage in physical and theoretical challenges to generate new visual forms, concepts and media. Student efficacy is also supported by group critiques in which a diversity of approaches to art and design raises the level insight and professionalism.

### **Teaching Style**

I emphasize questioning, research skills, creative discipline, self-reliance, and community awareness. Students continuously investigate our world then produce work worthy of critical merit. Research approaches include visual studies, creative experimentation, reading, writing, and critical discussions. Students learn good use of materials, the sequential development of compositions, the history of the concept, and knowledge an artistic mastery skills. Throughout the semester, I connect with each participant to articulate capabilities and to bring subtle understanding forward. I also shape my teaching outcomes to be within the teaching objectives of the school, and to move the discipline of art and design forward.

### **Problem Solving**

A recent job in Jeddah, Kingdom of Saudi Arabia, taught me to work with in a collectivist environment. Group critiques were one of the best ways to build concepts. I evaluated projects based on the strengths of individuals, yet the problem solving was done collectively. This means that much of the critical thinking necessary to structure new solutions emerged from shared interests, with several strong voices speaking the needs for the whole group. In this collectivist context, two styles of concept formation emerged. One big idea was pushed forward, then individual interpretations were made; or many ideas seemed collaged together until a multifaceted set of work emerged. Successes in our classes elevated the level of achievement for the whole college.