GUY-SERGE
EMMANUEL

TEACHING PHILOSOPHY

As an educator, researcher, and designer, my teaching methodology reflects my years of professional experience and knowledge in the design field. The hands-on and collaborative approach of my design practice is replicated in the classroom. I am always looking to make interdisciplinary connections to broaden my and my students' understanding of art and design.

I believe that teaching design is accomplished by integrating theories of communication design with real-life assignments. In that way, students can draw relevant lessons from each. By teaching a foundation of communication design theories and concepts, I focus on creating practical and engaging design assignments that are applied to projects derived from the world we share, sometimes turning the assignments into friendly competitions. I believe that there needs to be complete balance between lecture and critique. Class lecture is important because it introduces students to theories, concepts, and process of design by promoting the importance of both context and audience. Critique is equally valuable as it provides students an opportunity to explain their creative process, as well as defend their design ideas and concepts. The process of teaching design is based on exposing students to as much design as possible. In this day and age the integration of technology and other disciplines like literature, geography, philosophy, and biology is important as it allows for dialogue regarding common day occurrences as they relate to design. Engaging students in the history of design is critical as well because it allows students to put design in a historical perspective so they can connect past, present, and future.

I create a teaching environment by encouraging my students to share ideas and thoughts. Students will help each other fortify their strengths while working on a new aesthetic idea or allowing themselves to risk failure. Classroom time is divided into lectures, critiques, and studio time, where students are engaged and involved. I design lesson plans where the goal is not only to instruct but to engage them in active learning. The combination of theory and practice is primordial. I am a big believer in classroom critique, where each student must comment, critic, or create a dialogue regarding the work of their classmates. I ask my students to defend their work and explain why they made the design and/or technological decisions they chose. I also spend time conducting individual discussion time with each student so I can stay abreast of the progress of their assignments and projects. This allows me to connect with my students on a personal and educational level.

I provide a design education that goes beyond what is learned in the classroom by using service-learning since design students are often faulted for not having enough hands-on experiential education. Service-learning enhances my students' valuable academic skills such as communication, collaboration, and critical thinking and helps them build up their self-esteem while developing their sense of responsibility for decision-making and a humanistic design approach. The collaborative aspect of this teaching methodology replicates the design practice since most design practitioners work with professionals from different design disciplines. My goal is to provide a pathway for students to work with their community and help foster their civic duties as designers. By nurturing their

civic engagement, I hope to inspire students to become better citizens while also setting them up so they may apply what they have learned in real life.

I strongly believe that teaching at its core is a partnership; between the educator and the student. With this partnership a relationship is born. The bidirectional nature of this relationship at times leads to role reversals as there is much to learn from our students. Knowing that I can make a difference in the lives of my students contributes to my commitment as an educator. I understand that not all students will become artists or designers so encouraging all students to connect design with their other courses, interests, hobbies outside of school and real-life experiences is critical. I would hope that years after taking my class, the accountant, nurse, or other non-designer/artist professional remembers design thinking principles they once learned in my class and apply it to problems they must solve in their life. Finally, I would want my students to remember the beauty of interdisciplinarity and the fact that design can be connected to everything else in the world in many ways.

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