

## Teaching Philosophy

My teaching philosophy is rooted in interdisciplinary and applied learning. With my experience as a professor in both the Sociology Department at the University of Alberta and the Media & Performing Arts Department at George Brown College, I've been using a practice-oriented interdisciplinary approach to engage students. I incorporate the same epistemological framework that informs my practice into the classroom by employing a unique research methodology that spans cultural geography, creative studies, documentary studies, and sociology. This approach not only fosters knowledge creation but also facilitates engagement with communities within and beyond the academic sphere.

Each student arrives in the classroom with a unique perspective and a skill set reflective of their past experiences. I actively encourage students to build upon these skills and to share them with their fellow students in a collaborative fashion. I believe it is important to not only instruct students but to inspire them. I find that tailoring course content to their interests, rather than my own, is a successful strategy. Through this process students are encouraged to think critically, to take risks, and to become comfortable with challenging their ideas and the ideas of others, while also being respectful of the diversity of opinions that exist within the classroom. This approach requires respecting their intelligence and guiding them towards content that excites them. The ultimate aim of my teaching strategy is to cultivate collaborative intellectuals who feel empowered both inside and outside the classroom. As an instructor it is my responsibility to prepare students for a changing world. Indicative of this approach is when I overhauled the course Sociology of Art and taught it as the Art of Sociology, ensuring that through creative assignments and case-studies students were able to develop practical knowledge and transferable skills.

My role as a researcher and teaching assistant at York University, noted for its cultural diversity, has taught me the importance of accountability and reciprocity in the classroom. Because of this, I advocate for a transparent approach that diminishes power imbalances in the classroom, and enhances my self-awareness regarding my authoritative role and privilege. In my classroom this means knowing the students, creating an inclusive environment, and attempting to meet their individual needs. I engage students in evaluating my teaching methods halfway through the term, which allows me to modify my instructional approach as needed. For instance, students conveyed in their progress reports that employing multimedia, as well as contemporary and non-Western case studies, were engaging methods for interacting with the course content. With this feedback, I integrated additional course content into multimedia examples. As a result, this process resonated with students and their interests, contributing to the accessibility and active learning environment of the classroom. In addition to helping shape class structure and content, the progress reports are used to hold students accountable.

I believe that inclusive diversity is crucial to our collective success. My experience as a member of a marginalized group has helped me build a toolkit for mentoring others who face similar challenges based on their identity or background. As a result, I am now a part of two national mentorship programs for marginalized artists. Furthermore, I continue to seek opportunities to learn from others while also pledging the following. I am committed to working with students and faculty of diverse races, ethnicities, genders, ages, religions, languages, abilities, sexual orientations, socioeconomic statuses, and geographical origins. As long as students and faculty are committed to and engaged in the learning environment and promote the ideals for a diverse workplace, my philosophy is that all students should be given equal opportunity.