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Statement of Teaching Philosophy

It is important to create a safe and inclusive forum for students to engage in for the purpose of developing their own identities and values that will help shape the world upon their graduation. In order to effectively teach to a plethora of learning styles, the instructor's main purpose should be on the differentiation of classroom objectives and instruction. I believe that learning must be tailored to the evolving student body by pushing the development of a critical lens in regard to theatre's purpose in our present day society while incorporating newer ideologies and technologies to reinforce the concepts of the past.

Theatre typically has no problem pushing the boundaries of society's norms and fostering discussion. I use theatre in a way in which students are encouraged to search for their own answers to questions while challenging societal fundamentals such as the hierarchical access and functioning of today's theatrical art. My classroom allows for critical discussion of the topics presented by the facilitator instructor. I present an overarching topic or point for discussion to the student body, teach a lesson on the many different vantage points that surround that idea, and move to student engagement with an activity or experience that further supports the topic area. The ending of class is typically an unpacking of the lesson with discussion on further questions, ideas, and room for further evolution of inquiry when moving forward.

Scaffolded lesson plans that grow and broaden a student's scope are essential to building off the elements of learning. It allows me to go back and clean up the foundations of the educational topic before layering on more complex and diverse modes of inquiry. I find that student's achievement increases when those supplementary teachings are accompanied by useful technologies like the hundreds of educational applications that exist like Flipgrid, Marco Polo, or

Loom. I also try to incorporate technologies that will serve the professional actor when exiting the program such as QuickTime, iMovie, WordPress, and GarageBand which are invaluable to the burgeoning theatrical entrepreneur. In this way I am able to formulate my classroom into a dual purpose of societal explorations of concepts while also pushing the student to develop skills that will further ready them for the ultra-competitive lifestyle of a professional, be it in the theatre or elsewhere.