

## TEACHING PHILOSOPHY AND GOALS

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For over a decade now I have been professionally pursuing what I love doing the most: teaching and making art. I believe that both of these activities originate from and are strengthened by a passion for inventing new languages that allow us to communicate richer, more complex, nuanced, and subtle ideas, as well as a desire to create new experiences and build new, unexpected communities. I have had a number of opportunities to examine and re-evaluate the internal dynamics, and external implications of this seemingly dual practice: teaching in diverse contexts ranging from a Jesuit Holy Cross College, School of the Museum of Fine Arts in Boston to MCAD; working with undergraduate and graduate students in the U.S. but also in Poland, Belgium, Sweden and Italy; exhibiting my work internationally and in the same time engaging in the dialogue with Global audience through the Internet-specific work. During the course of this continuous introspection I have grown as a teacher and an artist, and realized that among many fleeting concerns, there were a few issues that seemed to resurface at every major turn in my professional development. The first and perhaps most obvious is the realization that

### Art and Design Evolve Ceaselessly

and so must our understanding of our role as artists, designers, and teachers. The goals and standards of our profession change independently of our will, and the criteria we applied to our work yesterday may well diminish its value today. This may not be the most original observation, but the commitment to growth and change is one of the fundamental messages we owe to our students. To be able to see this with clarity we must

### Continue Our Personal Practice as Artists/Designers.

Our service to students and society consists not only of passing the acquired knowledge, but most importantly of sharing the wisdom which comes from our direct experience of the languages we teach about. In order to be better teachers we need to be better artists/designers. Our creative growth is essential to maintaining a vibrant spirit in the classroom, and provides a priceless illumination for high standards and true work ethics. In order to become better artists/designers we also need to

### Seek Out New Means of Communication,

persistently explore, research, and examine new tools, media, and processes. Technological advances change our life, our society, our culture, and our active experimentation in the field of new media can provide a vital passage for the flow of new ideas directly to our students. If there are new ways in which we retrieve messages, then there must also be new ways of communicating them. This means that

## How We Teach Must Also Change.

We must act more as artists/designers than scholars preparing our classroom performance. As an educator I often found the discrepancy within the act of talking about principles of visual communication challenging. Throughout my academic career I have developed a variety of experimental teaching strategies combining lecture, studio and performance practices. I think of performance as an expressive event constructed to deliver meanings on the boundaries of image, sound, text, and movement. This emphasis on the “irreproducible” qualities of contact teaching is especially important to me and relevant in the information age. The non-physical world of the Internet continues to present us with a vantage point revealing what a classroom experience could be, and more pointedly, what it does not need to be. Tremendous expansion and availability of self and distance learning opportunities, instantaneous availability of unprecedented volume of information, and network-driven research strategies permit us to focus more on the uniquely “theatrical” aspects of teaching. This new perspective challenges and inspires me to create rich, multilayered classroom events that provide students with new pathways to the essence of the subject: both cognitive and emotional.

I intend to continue my growth as an artist, designer, and teacher through research, personal work, development of courses and curricula, and construction of new educational experiences aimed at providing our students with new skills necessary for launching successful careers in the world of new art and design. I remain enthusiastic and passionate, as always considering my work with students to be a privilege, honor and a service.

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