

Rob Redding

I believe that the teacher should work as hard as the student. Having taught Communication at three different colleges my practice has always focused on how each individual student learns as a tool of socially engaging pedagogy. It is to this end that I aim to foster an inclusive and tolerant environment to each student's personal direction and desires.

My approach follows the work of Brazilian pedagogue Paulo Freire. Freire was dissatisfied with what he termed the "Banking Model" of education. He favored a teaching method based on a carefully considered dialogue with students. He did not favor "depositing" information onto students without any critical awareness or consciousness of the student's specific needs.

I consider the specific needs of the students (contextual, geographic, identitarian, political, etc.) and that constantly reinvents itself in the process of assessing those needs—without losing sight of its established academic goals in regards to content and curriculum. My aim is to work with students in producing work that is genuine to their interests, carefully informed, thoroughly conceived (yet intuitive) and experimental, regardless of its genre.

Further, I spend time with students through individual appointments and foster an inclusive environment through group assignments and student-led activities. I maintain an open dialog and door around the meaning of art, of space, of materiality. I choose to be an educator to learn from the students. I teach to better understand the methods and impulse that may lead to improving the quality of the work.