

Teaching Statement

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Creativity and flexibility are teaching. As an educator, I try to bring information, open communication, and creativity into the classroom. In order to achieve this, I have two pedagogy goals, the first being inclusive dialogue. Teaching is communicating ideas *with* students. According to *The Pedagogy of the Oppressed*, “teaching is to create a process of learning and knowing that invariably involves theorizing about the experiences shared in the dialogue process” (p. 17). For example, the topic in a future class is climate change. As a teacher, I would not show a PowerPoint on climate change. Rather, I would create a dialogue with all students about the effects climate change has on the earth, demo an interactive activity, and ask how individuals feel about microplastics. Inclusive dialogue is a key point in teaching as well as learning.

The second goal of my pedagogy is making learning the priority, not assessment. Learning is the mental and physical digestion of new concepts to the extent of explaining or demoing those concepts to others. Freire states, “Liberating education consists in acts of cognition, not transferrals of information.” (p. 79). In order to make the most efficient learning environment, I believe teachers and students need to hold a balance of power. All points of view are heard and the topic of study is critically discussed and questioned (Lefstein). Inclusive dialogue and learning as a priority will make for a successful class.

References

Freire, P., (2005), *Pedagogy of the Oppressed*. Continuum.

<http://envs.ucsc.edu/internships/internship-readings/freire-pedagogy-of-the-oppressed.pdf>

Lefstein A. & Snell J., (2014). *Better than Best Practice: Developing Teaching and Learning*

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