

Bill Hill: Teaching Philosophy

I certainly expect students to learn the fundamental content of the courses I teach. But beyond that, I hope to foster critical thinking, facilitate the acquisition of life-long learning skills, prepare students to function effectively in an information economy, and develop basic problem-solving strategies.

In common with students in all the liberal arts, art majors must be exposed to sound arguments, have an opportunity to criticize, and have a chance to present ideas visually and verbally. All students should have an opportunity to examine both their own work and theoretical arguments from a wide variety of methodologies and viewpoints. Students must be exposed to intellectual and historical models and build on their understanding of the past as they establish a direction in their work.

The foundation for learning within an undergraduate program is the curriculum. I firmly believe the structure of the major is responsible for promoting learning, by starting with a strong base and building upward. The conceptual structure of this construction is physically shaped as a diamond. This allows students to start with a common knowledge and build upward in different directions, then reunite in a more interdisciplinary environment to prepare for the transition from academia to industry.

In the classroom, beyond having expert knowledge of the material, it is my responsibility to challenge and provide an opportunity for success. I should achieve this through: (1) example, remaining professionally active, (2) dissemination of information, (3) applied learning, creative projects where students use their newly acquire knowledge, apply meaning to information.

I believe that every single one of my students is capable of succeeding.

I believe that every single one of my students can take something of value from my class.

I believe that students who do not take an active part in their own education miss out on opportunities.