

As an educator and artist deeply immersed in the evolving landscape of visual and digital literacy, contemporary art education, and the integration of emerging technologies such as AI, my pedagogical focus reflects my extensive experience in these realms. This intersection of visual culture and educational technology is where my role as an Assistant Professor of Visual Arts converges with my active artistic practice.

In visual and fine arts education, I recognize the transformative potential of digital technologies, particularly AI. My educational pursuits seek to understand the shifting dynamics of image culture in the digital era and its ramifications for artistic expression, communication, and cross-cultural understanding. My teaching and research resonate with this commitment, exploring themes like crowdsourcing global culture and utilizing AI in the visual analysis, representation, and expression of identity.

Underpinning my teaching approach are the principles of critical pedagogy, which aim to empower students as critical thinkers who creatively harness technology visual media. This involves developing curricula that balance critical thinking, creativity, and technical proficiency through a mixture of theoretical knowledge and practical experience. I endeavour to ensure that students are knowledgeable across diverse media and capable of critically constructing and interpreting impactful visual narratives and ethically incorporate the increasingly ubiquitous presence of AI.

Experiential learning and interdisciplinary collaboration form another pillar of my pedagogical foundations. I advocate for a learning environment that stimulates engagement with real-world scenarios, encourages cross-disciplinary collaboration, and nurtures a global perspective in artistic and research pathways. Leading international student trips, organizing interactive workshops, and fostering institutional partnerships exemplify my commitment to experiential learning.

I also emphasize recognizing and nurturing the potential of students as leaders and advocates of a student-centered pedagogy. I am dedicated to creating an environment where students are not just learners but contributors, shaping their educational journeys and those of their peers. Each student brings a unique perspective and set of skills to the table, and harnessing these strengths cultivates a more dynamic and collaborative learning experience.

Integral to my teaching mission is the creation of an inclusive and diverse learning environment. This commitment transcends mere representation; it is about infusing diverse cultural perspectives into the classroom to enrich and broaden the learning experience for whatever cohort happens to be in my classroom. My international experience informs my understanding of the importance of cultural diversity in arts education, and I am dedicated to implementing strategies that reflect this understanding.

In terms of artistic exhibition curation, I believe that engaging with art history and theory is foundational to shaping globally conscious artists, researchers, and educators in the 21st century. Art offers a unique lens through which we can explore and understand our evolving cultural narratives, much like the ancient cave paintings of Lascaux or Sulawesi signify the dawn of human expression. In my courses, I guide students through developmental stages, starting with historical and cultural explorations relevant to specific contexts. Emphasizing conceptual thinking and critical analysis as tools for cognitive and creative growth, I push students to embrace experiential learning where they engage directly with contemporary art spaces, real world social realities, and multifaceted sensory experiences.

By emphasizing a constructivist and collaborative approach, I provide students with the theoretical and practical tools necessary to connect with contemporary issues on a personal level. This research and analysis of local-regional-global relationships allows them to identify gaps in the discourse and uncover opportunities for unique forms of learning, research or artistic expression. Their initial visions are deepened through further exploration of scholars' work, guest lectures, workshops, and class discussions with critical feedback loops.

Through iterative design cycles, students plan and execute meaningful visual narratives and exhibitions. These group and individual projects are not just exercises in creativity; they cultivate leadership, communication, and project management skills. By engaging students in curatorial writing and marketing strategy development, I empower them to disseminate their visions effectively, ensuring their research, interventions or exhibitions resonate with and impact diverse audiences.

Critical discourse on the societal impacts of art and its role in shaping perceptions within broader cultural and theoretical frameworks are integral to my courses.

Nurturing the next generation of artists or researchers involves valuing adaptability, experimentation, and self-reflection. I encourage students to embrace their perspectives and biases as integral to their academic growth, leading to unique and impactful projects that challenge conventional narratives.

As an artist and educator, I am committed to continuous learning and self-reflection, adapting my teaching methods to incorporate emerging technologies and interdisciplinary approaches. My vision is to equip students with the skills and insights needed to translate their understanding of art, technology and society from the classroom to real-world applications, preparing them to be influential artists, innovative researchers, thought leaders, and professionals in our rapidly evolving, technology-driven world.

Attached along with my professional and student portfolios is a condensed version of a lesson that focuses on the use of AI in examining and reinterpreting a contemporary artwork to understand specific art movements and artists of the past.