

.....  
a.]                    / / / SUBJECT : **TEACHING PHILOSOPHY**  
.....

b.]                    / / / / / / / / / / / / / NAME : CARRIE A. DYER  
.....

c.]                    / / / / / / / / / / / / / EMAIL : CARR.EDYER@GMAIL.COM  
.....

d.]                    / / / / / / / / / / / / / PHONE : 423.794.8997  
.....

d.]                    / / / / / / / / / / / / / WEBSITE : WWW.CARRIEDYER.COM  
.....

## CARRIE A. DYER / DESIGN TEACHING PHILOSOPHY :

A successful learning environment challenges preconceived ideas, reveals assumptions, raises as many questions as answers, and challenges students to become life-long learners. I guide my classes by posing questions and introducing problem based obstacles that students negotiate throughout the semester. Mirroring, modeling and experiential processes are utilized to engage students. These techniques allow students to learn through their own observations and reasoning to solve an idea or problem. My philosophy includes: encouraging independent thought, creating original imagery as a path to reflection and creativity, building confidence through individual exploration, fostering peer community and collaboration, creating cross-disciplinary experiences, and providing industry level professional classroom opportunities.

The following are universal teaching methodologies that are implemented through classroom experiences.

(1) It's important to understand that art and design are parallel processes that constantly inform each other throughout history. (2) Contemporary and historical design theory and practice are key to understanding future innovation. (3) Exploring techniques, media, analog and digital processes open the mind to risk-taking and design innovation much like the importance of photography and drawing to the design process. (4) The creation of multiple concepts per project is key for growth as a designer. (5) Risk taking and failure are essential steps toward growth. (6) Keeping a regular sketchbook is an important process that exposes students to daily mapping, dissection trees, individual thought, and connections that encourage development of personal work. (7) Assignments are introduced that cover social and cultural responsibility. (8) In order for students to improve their work through an analytically rich environment there are two critique stages, first a "draft critique" and then a "final critique." (9) By assigning projects that require the students to think and question the relationships between the personal and the universal, students are encouraged to develop a deeper understanding of themselves. (10) Peer collaboration is fostered through group exercises based around technical skills, group assignments and discussion. (11) Cross-disciplinary experiences are created through collaborative projects like an environmental sustainability campaign that utilizes a spectrum of processes involving design experimentation, sculpture, public involvement, and interdisciplinary process. (12) Industry level classroom opportunities are offered through visiting designer lectures and industry level assignments.

Overall, I approach design as a creative process encouraging students to explore classroom assignments allowing the possible trajectories to interlock with their individual interests. I frequently consult with contemporary teaching research including resources that investigate different teaching approaches, learning styles, and strategies as a catalyst for classroom growth. I aspire to make each classroom a collaborative atmosphere where students develop meaningful relationships with the subject matter, their classmates, and an increased life long passion to learn.