brookescherer
art & graphic design

## TEACHING PHILOSOPHY

Behind every inspiring and accomplished graphic designer is a successful educator whose knowledge, dedication, and passion for the field has encouraged and motivated their students to follow their dreams. My goal as a teacher is not just preparing students for the field, it is enriching their minds, supporting their artistic explorations and abilities, and stimulating their excitement, passion, and enthusiastic commitment for a lifetime of learning in graphic design.

In order to successfully nourish the minds of our students, I believe in a smaller, more intimate studio environment where students feel comfortable sharing their ideas and beliefs, interacting with their peers, and engaging in the process of creative expression. This ability to perform and communicate is not only beneficial to a student's education, but also a powerful learning tool which helps them develop the proper skills needed in future practice. To help achieve these goals, I actively incorporate large and small group discussions, as well as interim and final project critiques into my classroom. It is my job as a teacher to help guide students to an understanding of design aesthetics, principles, and practices — however, I also strongly believe that peer learning is as equally powerful a tool. My idea of a successful learning environment is not merely the teacher instructing the student, but also the students interacting together to form collective creative ideas throughout the start, the middle, and the end of each and every project.

Equally as important to communicative learning tools are the practices of research and annotative process. Allowing a student to go straight to the computer without proper analysis of history, theory, and idea formation can limit the exploration of many possible design solutions. Furthermore, combined with the practice of research, forming and maintaining process work not only allows the student, teacher, and client to understand the methodologies behind a project or campaign, it also provides the designer with a valuable insight into their own talents and the limitless creative possibilities that lie within themselves.

I also firmly believe that integration of cultural studies within graphic design education is futile for the future success of our students. Advanced technology and globalization have opened new doors and opportunities for designers, and it is our job as educators to make sure they are properly versed with the cultural vocabulary needed to succeed with global clientele. Educating our students with proper knowledge of various multicultural beliefs, traditions, differences, and dimensions will not only allow them a greater appreciation of the world in which they live and work, but make them adequately versed to participate as worldwide leaders of visual communication.

As teachers, it is our responsibility to improve the lives of our students and to encourage their motivation and excitement for the field of graphic design. It is my goal — *my passion* — to continue forward as a dedicated educator, enriching the lives of these artists, opening eyes to new doors and experiences and preparing them for successful practice in this ever-changing world of design.