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Statement of Teaching Philosophy

In a world where technology changes at an ever-increasing rate, students need to learn how to learn. Students have rights and responsibilities to be at the helm of their learning. In my classroom, each person is an individual that is part of a collective team, who is treated with respect. I have developed this teaching philosophy to help students master the transferrable skills and tools necessary to be ready for situations that may arise in their future. I have broken down my philosophy into the areas of the role of the learner, an outline of the learning environment, and methods of teaching.

Role of the learner. Whether they realize it or not, students learn best when they take responsibility for their own learning. In classes I have taken as a student, I usually get out what I put in. I encourage and expect my students to come prepared for class, take initiative, and play an active role in their learning and discovery. For example, I teach my students how to look up the answers to their questions so they will be prepared for future jobs. I also train my students to become excellent manual readers and to learn how to think quickly and teach themselves.

Classroom learning environment. Students have a right to a clean working and learning environment. As the Graduate Assistant Studio Manager at Purdue University, I work diligently to establish a culture of cleaning up and restoring the room to the neutral position after each time the studio lab space is used. This provides a clean slate for all new projects.

I also recognize that it can be hard for students to connect with their classmates, so I strive to foster an inclusive and supportive environment through personal introductions, student comments and discussions, and a semi-circle seating layout. In my THTR 253 Intro to Sound Studios class, I have the students take turns calibrating the sound system in the control room at the start of each class. Students then pick a song to listen to, and we discuss what we hear. Students have expressed how they enjoy this opening exercise, which allows them not only to sharpen their critical listening abilities, but also to connect with their fellow classmates.

Diversity. I myself come from a half-Korean background and grew up in an ex-pat community with friends from across the globe. Each student brings their own world view, culture, background, experiences, and we can all learn, be challenged, and grow when these experiences are shared and understood. For example, I had the opportunity to mentor and work closely with a female-identifying African American student who served as Production Sound Engineer on a main stage show. I find it exciting to work with a woman in a male dominated field. I took extra care and attention to help her to gain knowledge and confidence in her leadership role. I later co-collaborated with her on a class project in the graduate advance sound design class, and her experiences added deeper meaning to our work.

In my THTR 163 Intro to Sound Design and Technology class, I taught freshman and seniors, non-majors and majors in the same class. I was challenged to figure out how to challenge each student, without overwhelming them. Using differentiating instruction, I held group check-in meetings leading up to the final presentation to encourage and challenge each group based on their level of prior experiences and need for growth.

Teaching methods. My teaching approach is skills-based. For each unit, I teach the principle, demonstrate it, give students the opportunity to practice, and allow them to share what they learned. I use course learning outcomes as a guide for each assessment. I also incorporate active learning techniques where possible including think-pair-share and class discussions.

Students often operate on a need-to-know basis and don't put forth effort in learning the material until they need to know, for example studying for an imminent test. I use a variety of assessment methods to establish incremental learning and gauge the students' understanding of the materials along the way. I will often end the class with a concluding discussion on what they learned from that day, what stood out to them, and how it might apply in future situations. I try to encourage participation by having each student write down a thought or question and share with the class. This helps me know how to focus and adapt my teaching to meet their needs.

My assignments include quizzes, exercises, and projects that encourage exploration. For example, in teaching about the different characteristics of microphones, I set up multiple

microphones in the studio and had students volunteer to talk or sing into the mics. We all heard the differences in characteristics together. The next assignment is to record talent in the studio using several different types of microphones and present their findings to the class. The students really enjoyed getting to experiment and build their own aesthetic instead of just following a chart out of a textbook for microphone selection.

Continual improvement. Each time I teach a class, I learn new things about how to approach their learning and take notes for how to adjust lessons, projects, and activities for the next time I teach. I seek out professional development including attending conferences and learning from fellow educators and artists. I also bring my professional creative endeavors and designs back to the classroom to show students current practices and what I have learned from those experiences. I value feedback in how to refine my teaching and mentoring.

Conclusion. In establishing expectations that students will take charge of their learning, creating a clean and organized learning environment that is inviting and inclusive, adapting teaching methods to meet the needs of individuals and foster an active learning environment, and applying what I learn in the field and from experienced educators to the classroom, I can provide students the tools they need to be successful in life and future careers.