

Yuni Lee
Teaching Philosophy

Education, at its essence, is the art of possibility. As a devoted educator in the arts, my teaching philosophy is anchored in the conviction that the classroom is a microcosm of the broader world—a place where diversity, inclusivity, and interdisciplinary learning are not just educational buzzwords but the very pillars upon which transformative education rests.

In my pedagogical practice, I am committed to sparking a deep-seated passion for creative arts while simultaneously cultivating a classroom ethos that embraces a multitude of voices and backgrounds. Teaching, for me, is an interactive dialogue—a dynamic interplay between imparting knowledge and fostering a learning environment where each student's growth is nurtured through both theoretical understanding and practical application.

Diversity and Inclusion: Central to my teaching is a dedication to diversity and inclusivity. I strive to create a learning space that respects and values the unique cultural, social, and personal identities of each student. This involves curating curriculum content that is representative of different cultures, identities, and worldviews, as well as adopting teaching methods that are accessible to all learners. I am particularly mindful of the varied learning styles and cognitive diversities that students bring to the classroom, and I endeavor to provide multiple pathways for students to engage with the material, ensuring that each student feels valued and included.

Interdisciplinary Foundations: My teaching philosophy is deeply infused with interdisciplinary approaches that bridge the gap between theory and practice. I believe that a robust art education is one that equips students with the technical skills needed for artistic creation, as well as the critical thinking skills required to understand art in its historical, cultural, and conceptual dimensions. I integrate elements from humanities, sciences, and digital technologies into my art courses, encouraging students to explore the symbiotic relationship between art and other disciplines. Lastly, the Foundations course is not merely a cornerstone of an Arts program; it is a voyage for all students embarking on an artistic journey. It provides them with an opportunity to learn, understand, and appreciate the academic world, equipping them with transferrable skills that are valuable across various curricula and beyond, equipping them with transferrable skills that are valuable across various curricula and beyond.

Critical Thinking: I place a premium on critical thinking, urging my students to question, analyze, and synthesize information from a wide array of sources. My role is to guide them in developing their own informed perspectives, fostering an intellectual resilience that enables them to articulate and defend their ideas with confidence and clarity. This is achieved through classroom debates, reflective writing assignments, and critiques that challenge students to look beyond surface-level interpretations and consider deeper meanings and implications.

Interdisciplinary Ideas: The spectrum of interdisciplinary ideas is vast and varied, and I am passionate about helping students explore this canvas in all its richness. I encourage them to apply concepts from across disciplines to their artistic endeavors, be it through incorporating scientific

principles into their designs, using technology to push the boundaries of traditional media, or drawing upon cultural studies to imbue their work with social relevance. By fostering this interdisciplinary mindset, I aim to prepare students for the complexities and opportunities beyond foundation programs. Assessment in an interdisciplinary classroom transcends traditional grading methods. Critique is the important part of the class. I prioritize feedback that is constructive and holistic, focusing on the student's process and conceptual development as much as the final product. This approach not only recognizes the effort behind the creation but also encourages students to reflect critically on their own work.

Lifelong Learning: In shaping artists who are ready to engage with a globally interconnected world, I emphasize the importance of lifelong learning. The fast-paced evolution of the art world necessitates an educational approach that is fluid and adaptable. My teaching is thus geared towards instilling in students love for learning that endures well beyond their time in the classroom. I encourage them to see themselves as both creators and perpetual students of art, equipped with the curiosity and skills needed to navigate and contribute to a diverse and ever-changing worldly landscape.

In sum, my teaching philosophy is a testament to my belief in the power of an inclusive, interdisciplinary, and critical pedagogy. It is an approach that seeks to ignite in students a passion for the arts, a respect for diversity, a capacity for critical thought, and a readiness to embrace the myriad intersections between art and the wider world. As an educator, I am wholeheartedly committed to nurturing a future generation of historians, educators and designers whom are not only skilled in their craft but are also thoughtful, empathetic, and globally minded individuals.