

# Teaching Philosophy

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Influenced by the Art Institute of Boston at Lesley University, I introduce multi-media, video, digital photography, and photography with personal performance into my discipline. As an artist and an art educator, I am committed to the dynamics of the learning environment as a critical and important facet of my work. I seek to create learning spaces built on conceptual physical and technological expression.

I design my curriculum around critical and dynamic dialogue over a wide variety of issues and concepts. My intent is towards a goal of defining fundamental conditions for personal evolution through a well-defined rubric. One of my goals is for students to focus their energies on different ideological, conceptual and creative juxtaposition. I look for a synergy of disciplines and energies that will create ideas and communication. I feel a full collaboration between educator and student is necessary for inspired learning.

The methodologies I utilize make learning a more transparent, participative, flexible, and spontaneous process. I teach my students to question their experience of the world around them. By questioning what they know, finding what rules exist, they can create dialogues that begin to demystify these fundamentals and create truly inspiring works of art. During this dialogue between the student and myself, I attempt to engage them at their present level and allow them to expand beyond the scope of being within an institution or formality-based structure.

Emphasis on technology, digital, and electronic media theory is very important, yet needs to be balanced by practical and principled exploration of the foundations of creativity in arts. With my guidance, a student becomes more able to construct a methodology for approaching new mediums and ideas, and then use it to test their own creative limits. I teach my students that the technology through electronic medium is a tool that allows them to create in a myriad of ways. Demystifying the technology is an important step towards pure creativity and expression. Ways of working are, and should be, informed by theoretical understandings, historical precedents, critical viewpoints and dialogue. It is extremely important to me that the student experience and identify specific sources of inspiration where they will root their future creative impulses.

Having a military background as a trainer and traveling frequently to many states and countries, I have gained a great deal of personal insight into cross-cultural education and the flexibility it demands. My personal and professional experiences have led me to better understand social, disciplinary, media, ideological, and linguistic boundaries; not as obstacles but as expressive stimulations. Different cultural perspectives are integral to my education process. I feel strongly that the more one can globalize the classroom, the more aware a student becomes of their place in the larger scheme.

In summation, I have found that my teaching and my art is not simply a release for my creativity, but that these passions and excitements are fundamental. Inspiring a student to create art and discover something new about themselves is an incredibly rewarding experience. Today's faster paced and more technologically advanced world is much more demanding and reinforces the fact that technology and Art Education go hand in hand in today's art world. Every individual I meet affects my art in some way, expanding my knowledge and making me a better educator and artist.