TEACHING STATEMENT

About the Teaching Pedagogy & Teaching Methods for Students' Learnings for existing & new course developments

In premier design institutes: Teaching backed by cutting-edge research methodologies of practice and pedagogy is the future of Teaching Practice to further both research-driven academics and industry-academia professional practices. With a total of 7.5 years of teaching experience till date, the following is are my pedagogical objectives for teaching- learning, research development and mindset in visual communication design; as follows:

- For a field like Visual Communication Design, an active application and propagation of Visual Research methods would be instrumental in feeding the teaching methodology in varied forms such as critiques, demonstrations, discussions, experiments, hands-on design making / making-do, teaching-learning approaches, etc. The rooted objective is an active students' involvement as 'makers/creators', fostering their capabilities of learning, thinking, applied learning, unlearning (through tinkering/ experiments), etc. In a focused way, visual teaching aids, tools, materials would be generated for core courses such as graphic design, typography, visual studies, etc.

- Collaborative & Blended Learning Approaches to teach new/speculative courses is very crucial to inculcate the best practices of solving design problems. Blended learning methodologies through face-to-face interactive experiences between educator and students; alongwith developing new skill sets to acquire knowledge and learning exchanges through the futuristic online-delivery of educational content – would be the baseline methodology. For instance, courses like Emerging Scenarios in Communication Design, Digital Typography, Interface Design, Information and Data Visualizations, likewise can be developed through blended collaborative teaching- learning approach.

- For Basic/Elementary/Fundamental courses in Design: Problem based learning and experiential learning approaches would be used to churn out teaching methods that involve the students into a design process. This would make students learn how to interlink research knowledge with the practice-based lens of solving design problems. The teaching-learning objective would be holistic development of concepts and generation of unique ideas using appropriate media and honing manual skills of design expression.