

# Bohan L i

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## Teaching Philosophy

My approach to teaching embraces the idea that the student and I are engaged in a partnership, one of mutual respect. My job is to provide the knowledge of tools and materials and foster individual growth regarding both the process and concept development. My students trust that I will push them beyond themselves in order to face challenges.

I often tell students "Through discipline comes freedom." Whether working with a foundation level student in introductory printmaking or working with an advanced student in papermaking and book arts, I find this adage to be applicable. As artists, we must have a firm foundation to be able to explore media, ideas, and personal style. My students are asked to challenge themselves. Through my example, they are encouraged to develop within themselves a genuine sense of enthusiasm, self-motivation, personal commitment, and professionalism. They learn, as I have learned, to accept the challenge using by experience and knowledge to reach a goal when we meet an unfamiliar area, and they treat it as an opportunity to mature. I think that foundations courses are critical in transforming the creative process of students from an approach that is haphazard and intuitional to one that is informed and professional.

Lectures, demonstrations, class discussions, and gallery visits are important aspects of my instructional approach. The work of historical and contemporary masters serve as examples and inspiration. In all courses, individual and group critiques are held that consider technical and conceptual issues. The student learn how to apply principles and elements of design, how to observe and draw accurately, how to develop one's "language" in the creation of art, and how to edit their work. I strive to impart to my students both objective observation and subjective interpretation, with emphasis on the interdependence of process, materials, and product.

The classroom environment that I provide is energetic, demanding, and engaging. I firmly believe that students need the confidence to cultivate a sense of themselves. I insist that students be frequently involved in the assessment of their work and the work of their peers. In this way, students become more comfortable communicating in a variety of situations and with a variety of audiences. My students need to understand the value of "failure" and "mistakes" in the critique because they are the foundation for success in the future. Through this method, the students not only develop critical thinking skills but they understand their strength and weaknesses.