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Educational Philosophy:

My love of teaching stems from the same place that feeds my joy as a collaborative artist, a sheer love of the connection that comes with interpersonal interaction. Teaching in higher education comes with the immense responsibility, of shaping developing minds while guiding them towards their passions, and potential. Our function as educators is more than that of a repository of information, it is to offer students guidance and stewardship on their path towards the future. I take this duty of mentorship very seriously, my most significant work will not be the designs I produce but the creative growth of the students that I have the privilege to foster.

While it is clearly important for budding artists and technicians to be able to explore and develop independently, it is equally important that they have a definitive direction and a means by which to evaluate themselves. To best facilitate this, I subscribe to a system of clear communication, defined expectations of success, and concept application. Together these principles provide students with a clear structure upon which to base their education. Not so much a rigid rubric as a road map that leads them ever deeper into more challenging and fulfilling work.

Though we often don't like to think of education as a place for failure, I believe that there is truly no better place for it. I adamantly believe that we must encourage our students not only to embrace failure, but to seek it out. In each of my courses I give students the time to overcome the fear of failure, and instead find joy in the exploration of creation. I want them to have the capacity to give themselves the freedom to build beyond their safety nets without fearing the perceived consequences. In this way we eliminate artistic stagnation and leave no place for the mundane or mediocre.

At the core of our efforts as educators lies neither the technology, nor the process, but the student. We must be ready to meet our students at their level with open discourse so that we may better understand their overall goals and objectives. In this vein I spend much of my time rebuilding my course materials on a per class basis to find ways of making the content both engaging and accessible. I relish the challenge of navigating the intricacies of new audiences each semester, discovering new learning methodologies and developing new tools to better serve my students.

Each time I enter a classroom I endeavor to give the students in my charge more. More than I received as a student, more than I could have given in the last session, and more than they expect. The students are our legacy and through our combined labors they are afforded the opportunity to reach ever greater heights.