

Statement of Teaching Philosophy

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Through my teaching philosophy, I aim create an anti-oppressive and accessible learning space that centres queer/trans positivity, antiracism, and decolonization. My teaching methods integrate emerging technologies into the classroom to centre the access needs of disabled students; my teaching objective is to make my classroom a supportive space for all students' varied learning styles and creative interests. I strive to convert the classroom into a space that does not merely seek to accommodate disability a space that appreciates the differences that disabled students are often told to overcome or to assimilate. My courses are designed with accessibility at the forefront to centre questions of disability justice as they intersect with race, gender, sexuality, and class. In my lectures and class discussions, students consider how media and technology labs can often feel intimidating, especially for new learners who do not identify as the able-bodied, tech-savvy users who are expected to thrive within maker spaces. In bringing students of all genders into these tech spaces in order to reflect on these very issues of disability, gender-based violence, and antiracism, my courses create learning spaces that become more accessible and inviting for everyone. The hands-on work that my students produce therefore not only grapples with these issues of media access and representation but provides concrete examples of technological innovation that are queer, trans, and gender-inclusive, transforming experiential learning by building the types of interactive media that our course readings, lectures, and discussions are theorizing.

My teaching methods also combine cultural and theoretical texts to examine how colonization, antiblack racism, and hetero/cisnormativity shape interpretive practices. I challenge students to read against such practices by deconstructing assumptions that often become invisible within mainstream media. I make abstract theoretical concepts accessible by placing the assigned readings in conversation with interactive media and popular culture. My assignments encourage students to connect my lectures and our in-class discussions to their imaginative construction of 3D printing, HIV/AIDS posters, visual culture, trans archives, and community projects of their choosing. In my CMN 230-Trans Studies and Communication course, students used a class project to author their own digital comic strip representations of their experiences in taking the course. These humorous autobiographical reflections helped many students grapple with issues raised by overtly confronting representations of gender variance, racism, and queer sexual orientation, applying these highly personal experiences toward transforming the XU community as a whole. In approaching the classroom as a space where everyone present can contribute in a meaningful and personal way, my curriculum and methods value the learning styles and disability needs made apparent when confronting access barriers to education.