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philosophy of education

The Visual Arts are essential to the thought process and intelligence development of all human beings. This is not to create DaVincis or Michelangelos, but to engage and relate both the *cognitive* and *affective* domains of human intelligence toward the development of a balanced human being capable of, and comfortable with, thought processes which move back and forth between the two domains.

Effective teaching encourages the acquisition of a foundation of information, which can then be explored and expanded upon toward the development of more complex ideas. Concurrent with this, is encouraging students to take ownership of the process, recognizing that some ideas will work out and others will not, but the development process is the most important factor a student's experience.

The visual artist and the research scientist operate in similar ways with regard to ideas and alternate scenarios. Both, literally, play the game of "What If?" The scientist calls this "experimentation" while the visual artist may call it "Messing Around" but the process is the same for both: working from a foundation of what exists, each posits what *could be* and then works toward proving or disproving his or her hypothesis, recognizing that one learns from both success and trials. Both the artist and the scientist must have imagination and the ability to work *creatively* toward solutions.

Pedagogy focuses on teaching students **how to learn**, the vital importance of capitalizing on the students native curiosity, and the importance of imagination and discovery independent from the "mechanics" of learning. On a more primary level, while it is important for the student to be able to recognize and understand facts and information, it is infinitely more important that the student to be able to make connectives, interpret another way of exploring the same material and express what he or she has learned through his or her individual perspective.