

DEI Dialogically Informed Teaching Statement

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For me, pedagogy is fundamentally a practice of cultivating and modeling deep listening. To understand what an artwork (or a text, or a person) is doing, one must listen closely and inwardly to the contours of one's own cognitive responses and resistances in real time, appreciate them, and provisionally narrativize them. Doing this at a high level requires curiosity, vulnerability, patience, and practice. I strongly believe that developing this skill is not just critical to making good art, but is of immeasurable value in almost every field of human activity.

My teaching, much like my art practice, has often used language to focus on computational technologies as creative tools, balancing their promises and affordances with cultural histories and ethical problems of algorithmic systems. By pairing dynamic assignments and wide-ranging discussions with critical discussions, students gain nuanced understandings of contemporary technologies and how they shape our world: what can be done, what can be thought, what can be said, and how it can be said.

My teaching style emphasizes active participation and student agency. When I design courses and classes, I seek to balance intentional structure with leaving space for the personal and richly tangential. I come from a family of teachers, and have been lucky to have had many exceptional teachers who taught me not just about their subjects, but about teaching itself. As a performance artist, I have long been interested in teaching as a subfield of performance. Like performing, teaching is a practice of creating temporal experiences for other people in order to effectively evoke feeling and thought. Coming from performance helps me shape lessons for my students with a heightened degree of intentionality.

Central to my teaching philosophy is a commitment to diversity, equity, and inclusion. I select course materials that reflect a range of voices and experiences, ensuring that students encounter perspectives that challenge dominant narratives and the canon. In assignments and class activities, I encourage students to draw on their own backgrounds and experiences, recognizing that each student brings valuable knowledge to bear. I am attentive to the wide variety of ways students learn and think, and I work to create flexible structures that support equitable engagement. This includes offering multiple modes of participation, such as verbal, written, and visual contributions. I am also mindful of accessibility in the design of my assignments and course materials. At the graduate level, I tell students that if an assignment ever feels like a waste of their time, they should reach out to me and propose a change to make it better applicable to their work. In all aspects of my teaching, I strive to model curiosity, generosity, and empathy, and to acknowledge my own positionality with humility and honesty.

In my teaching I emphasize the interconnected nature of academic and artistic fields, as well as multimodal methods for thinking and working across them. Teaching across disciplines — art, writing, programming, performance, digital cultural criticism — as I do requires openness to adapting methodologies. I regularly discuss my teaching with students and colleagues to reflect on what is working well and what is not. When I try something new in a class, I like to tell

my students exactly what I am doing and why, to demonstrate my respect for them and bring them into the pedagogic process, rather than treat them as passive recipients. I feel it is crucial for my students to be able to take risks, to attempt conversations about difficult subjects, to say something "wrong," to have space to work out a thought, to change course. I am deeply interested in the minutiae of conversational flow and language, which is at the core of my own artistic work. When I lead discussions, I often name aspects of the language we use and note its limitations as we use it, which helps to defuse tensions and keep us attuned to the broader context beyond us.

I believe that education is a collaborative process, one in which teachers and students learn from and with each other. I am always learning from my students and I enjoy working with students at all levels. By deploying creativity, criticality, and care, it is always my goal to support and challenge students as they grow as artists, thinkers, practitioners, and people.