

Philosophy of Teaching
Dr. E. Anthony Collins

My approach as a teacher is student-centered. In the classroom, I use invitational language by asking questions to facilitate a response. I build from the response; our dialogue is co-constructed, not reflective of a conventional top-down approach.

My personal and professional experiences in filmmaking and field research frame my ethical approach to teaching. A wide range of experiences are embedded in my teaching work—as demonstrated in classroom projects, dialogue and lecturing, in the design and implementation of skills-building activities for students. My creative, professional and practical experience in filmmaking, music, research, and teaching spans numerous contexts and programs in the USA and internationally.

A primary ethic for myself and presumably for any other teacher/professor in the field of film and digital media production, should be **authenticity**. This means the demonstration of mutual respect, honesty and trustworthiness, and accountability throughout the process of learning and reflection.

In my view, a teacher/professor should strive to be a learner, facilitator, mentor, advocate, and communicator through “problem-posing” (Paolo Friere) and other creative, pedagogical, and theoretical challenges (Ernest Boyer, Barney Glaser).

I avoid lengthy didactic lectures to a great extent but I strive to facilitate dialogue and reflection in classroom work and discussions.

I advocate for oral presentations by students that contextualize creative and scholarly work.

I maintain consistent office hours; plus I require at least some one-to-one meetings with each student. In addition to skills-building and contextual learning, I welcome opportunities for students to facilitate professional development and other avenues for new learning, individually in collaboration with colleagues, or with external entities.

As a program leader, director, and producer in academic or creative settings I aim to effectively facilitate collaborative work with peers, colleagues, and students. My leadership strategy has been to foster mutual respect, dialogue, consensus-building, creative problem solving, and diligent attention to important details while pursuing our organizational vision.

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