

As an accomplished educator, artist, and creative technologist with an emphasis on inclusive pedagogical practices, I am firmly committed to enabling student success by nurturing students through an individually tailored approach that prioritizes each student's personal educational journey. As an early adopter who follows and adapts to shifts in the ever-changing modes and mediums of contemporary technology, I challenge myself and the students I work with to develop the skills necessary to constantly evolve and innovate within the dynamic landscape of emerging media. In my pedagogy and mentorship, I emphasize values of curiosity, perseverance and constant self-discovery. By teaching students to learn how to educate themselves, students take pride and value in their accomplishments, developing the self-sufficiency necessary to develop sustainable, socially responsible and versatile careers as creative, capable and confident creative professionals.

I believe that as an educator, my core responsibility is to guide students' growth to be both independent thinkers as well as flexible and collaborative team players. Drawing from my years of experience as a project lead and collaborator on multiple VR/AR, animation, and multimedia projects, I pride myself on effectively conveying the sensibilities, both technical and social, that contribute to successful project development. Whether drafting storyboards, project proposals, or coordinating complex remote production schedules, I am comfortable leading and supporting long-term collaborative and complex projects, ensuring that deadlines and deliverables are met, while nonetheless prioritizing and valuing a healthy, respectful, neurodiverse and inclusive educational environment.

I aim to educate creative professionals by instilling a strong work ethic, structured by exposure to the necessary skills, workflows, and best practices used in contemporary media production pipelines. Influenced by my background in professional creative industries, I borrow principles from industry best practices and blend them with my teaching practice, frequently instructing students on implementing the SCRUM/Agile methodology in project development, to cultivate collaborative and non-hierarchical teams of students in project-based courses. By employing "active learning strategies" that combine technical instruction paired with out-of-classroom learning, I encourage each student to discover their own form of artistic practice or career path. By emphasizing professional development in alignment with technical skill development, I hope to hone and enhance each student's essential soft skills, while continuing to advance their technical and creative capacities in parallel with the positive collaborative values that are equally essential. By cultivating equitable and respectful environments for growth and exploration, I hope to instill in students the drive, discipline, and sense of personal responsibility that will help them achieve to their fullest capacity; no matter where their career takes them; in industry, academia, their personal creative practices or beyond.

During the unusual circumstances of the last year and a half, I have taught courses and collaborated on projects in XR, VR and immersive media exclusively online, remotely working with students and artist collaborators throughout the globe. Through this process, I learned how to innovate with online teaching tools to best leverage a student-focused yet all-inclusive experience in the online ecosystem. My teaching philosophy, intuitively informed by the "flipped classroom" pedagogy I became accustomed to at Carnegie Mellon, naturally pivoted to the unique demands of Zoom classroom culture, especially in classes that are typically studio or lab-based. I pride myself on always employing a fun and approachable style of teaching, despite the challenges of remote education. When teaching my most recent course, last Spring at Princeton University, "Transformations in Art & Engineering", I first instructed each student to install and set up OBS, a free and versatile "Open Broadcasting System" software that enables greater control over screen sharing and media management. By doing so, each student was enabled to stream

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their desktop directly into the full Zoom grid, simultaneously, avoiding the pitfalls of a single-person screen sharing and leaving others behind. This also enabled me, as the instructor, to simultaneously see each student's work and progress in a single grid, where I was able to provide direct feedback or assistance as needed. By utilizing a 49" wide high-resolution Asus gaming monitor, as well as a high-powered desktop computer with state-of-the-art specs, I am enabled to run online courses with high production values. The scale of the display allows the management of switching between multiple live demonstrations of software like Unity and Blender and instructional resources, in order to seamlessly share content. By implementing Picture-in-Picture via OBS (Open Broadcasting Software), I am able to switch between multiple simultaneous live webcams to demonstrate hands-on techniques, pulling web browser content or other reference materials into Zoom, all the while, still focusing on each student's personal engagement; communicating through direct chat, spotlighting students to discuss their work, or hosting breakout sessions to focus on cultivating student collaboration. Using an Oculus Quest 2 linked to a state-of-the-art GPU, I can demo and directly prototype Unity projects in VR via Zoom. Using Lens Studio or Vuforia with multiple webcams, I can easily modify and demonstrate AR via Zoom's integration with the Snap desktop application. Last spring, I even used my Ricoh Theta 360 camera to stream live 360° classroom content via YouTube, allowing students to navigate the virtual space of my studio from any angle.

In closing, I pride myself on emphasizing a socially informed approach to technology and skill-building in my educational practice, in order to promote critical thinking about the decisions and thought processes underlying each student's creative goals. By situating each course alongside a thoughtful and engaged analysis of the sociocultural context in which the students are working, I encourage students to reflect critically on their work, and themselves, in the process of defining their artistic practice or career goals. My philosophy on education prioritizes engaging students as who they are, and finding out who they want to be. I focus on the totality of the student to best guide them, and respect and value each student as an individual, as I aim and hope to teach the student, not simply the "course".