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TEACHING PHILOSOPHY

My teaching philosophy establishes a balance of presenting aesthetic, functional and technical information to encourage student to develop their personal vision in art and design. My teaching is improvisational; much of the creativity routine comes from designing the assignment and ongoing lively interaction with students.

What design education lacks in not necessarily more visual variety, but rather more intellectual problem-solving solutions. With the abundance of information, facilitated by the advent of informational technologies, I believe that I am no longer the source of all knowledge. By keeping an open communication channel with my students, exchanges and interaction of opinions between us serve to heighten my interests as well as sparking any intellectual curiosity. My contribution in the classroom is to make the environment attractive and thought-provoking, illuminate the concept of design, arrange materials so that they become accessible, diagnose learning activities and results, provide guidance, extend learning and finally, constantly seek activities that promote personal growth in the students and to bring out the best in them.

While students are responsible for their own education, I believe teachers must awaken their students' dormant imaginations. I encourage my students to explore and to formulate appropriate approaches to their own work which could be used to interrogate possible solutions. This "self-referential" technique is intended to train them to relate and evaluate their consciousness with communicative and functional purposes as well as aesthetical considerations. They cultivate a meta-cognitive aspect by reflecting and reviewing on their own intellectual approach, intuition, and perception. This approach allows for interpretation and creative flexibility in which I further stimulate with models drawn from real-life work. By keeping an open-ended approach to my teachings, students are able to gather information from a wide variety of sources. As a result, they demonstrate a better ability to produce design pieces that are professional, logical and creative while retaining their personal styles.

I believe our minds must be constantly stimulated to keep abreast with the ever-changing world and the understanding of art and design principals are important. I grade on creativity, class contribution, punctuality, and most importantly, conceptual thinking. I encourage brainstorming where students find themselves discussing their work openly without harsh criticism. Students are encouraged to uninhibitedly express their ideas. I expect mistakes from them solely because mistakes are rectifiable to provide an opportunity for experimentation, estimation, exploration and finally concrete creations.

At all times, I strive to be fair, honest, and open with students. A crucial part of my principle is to be accessible to my students outside my classroom. They have the freedom to meet with me in more informal settings, whether during office hours, by appointment or in whatever open situation possible. In such meetings, many students learn and benefit from this personalized attention. With this approach, I have seen students gain more confidence and as a result, perform better in the classroom. It is important to recognize them as young adults and my classroom is a safe haven for them to discover their possibilities.

These are the chief principles of my philosophy of education and life. I am not concerned merely with satisfying my educational and employment goals, but with effectively making qualitative changes in human life in general, particularly in the field of graphic design. This is why I choose to teach because the reward is “priceless.”