

As an artist and art educator, I continually investigate the dynamic relationship between art and technology. The technology's rapid change affects knowledge, perception, the representation of culture, and art making. Contemporary art practice emphasizes the development of a conceptual framework based on the historical, social, and cultural understanding of media. To meet the demand of contemporary art, I encourage students to develop critical thinking via inquiry-based instructions, creative thinking through group activities, and problem-solving skills through visual and technical experimentations.

Fostering critical thinking is crucial to students' conceptual development. For developing theme-based projects, I encourage students to start their inquiries by asking questions about topics and enhance these inquiries by researching various aspects of the subject matters. Then, I ask students to submit their artwork with a short written statement because it can stimulate critical thinking by understanding the conceptual development from their initial thoughts as a driving force of creation to the final concept as the actual message that artwork presents. For example, in the Diversity Poster project in my *Digital Imaging* class, I guided students to have profound research about their personal inquiries related to diversity by analyzing historical, cultural, or political backgrounds; to develop their posters by making visual choices driven by their concepts; and finally to present their posters with a written statement. For developing advanced students' individual projects, I stimulate students to create a body of works focusing on their conceptual development rather than creating a perfectly completed work, which students often put too many ideas into. In my *Special Topic Seminar* class, I had an opportunity to guide seven seniors to develop their works for the senior exhibition. I prompted students to find their ideas from their identity, interest, and passion and then develop a body of works by connecting with their main concept, researching other artists' works, and writing an artist statement. At the final critique, students could understand their conceptual development in the long term, accept strengths/weaknesses of each work, and present their direction of future development. In the whole process, students learned conceptual development as the core of art making.

For stimulating creative thinking, I use group activities such as discussions, critiques, and collaborations because different perspectives lead to diverse opinions and new ways of seeing things—those “Ah-ha!” moments. Group discussions inspire personal interest, increase the understanding of the topics, and foster conceptual and technical development. Critiques clarify students' ideas by having feedback and allow them to practice visual/verbal languages to communicate by presenting their works. Collaboration amplifies students' creativity by allowing them to experience various perspectives of the topics, share different resources, learn techniques together, and cultivate team spirit. In the Body Performance project in my *Digital Photography I* class, students were required to work as a team for playing two roles, both as a performer and as a photographer. When students shared their ideas with classmates and received feedback from them, their performance became more innovative, inspiring, and experimental. It created an active, exciting, and playful atmosphere for creative thinking. By enhancing creative thinking together, a classroom becomes an active learning hotspot, and students are ready to participate to any interdisciplinary, public, or community projects.

For visual and technical developments, I focus on not only how to learn techniques effectively but also how to solve problems creatively. It is important to change our way of thinking about and seeing problems. When students are frustrated by technical difficulty, I encourage them to view it as a positive opportunity to have visual and technical experimentations rather than as a negative failure to fix. I explain to students that learning a new technique is a whole process to understand the principle of the technique, experiment with various applications, expect problems, and solve the problems rather than completing a class assignment quickly with the technique. After the basic training of techniques, I teach students how to research technical resources independently and learn advanced techniques as a way to lifelong learning and to open new possibilities for solving problems. Technological tools are rapidly updated and changed, so students are expected to learn new techniques with self-tutoring after the education and to find creative solutions with self-researching while approaching technical challenges.

My goal is to extend students' interests within a broader thematic framework by investigating real-world questions to transform their personal expressions into a powerful method of communication by exploring artist possibilities in the interaction of art and technology and understanding the new form of culture and media by digital technology.