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Teaching Philosophy Statement

I, as a professional, have the responsibility to create a learning environment, often in the form of a living lab, which allows for the pursuit of life-long learning, that it would foster a set of conditions that allow students to develop and critically analyze their own aesthetic of sustainable design.

This mindset is created by providing adequate time and space to the students. With adequate time, space and careful guidance in the form of critiques and group discussions, students can develop a sense of agency and learn to develop proper representation, writing, discussion, and modeling skills. I have used this model as a means of engaging with students as a teaching assistant and instructor in a number of courses and studio. These critiques and presentations are not a final conclusion to the development of their works, but a point of reference to continue further investigation and exploration. These discussions form the base for how to conduct the living lab and are where collaboration can occur between students to further creativity.

In sustainability, the past, present and future must be present in the mind of the student as a continuum when developing a program, or other work. This is not to say that the student is solely focused in the past, but rather is aware of the past, the past that has become the present and is projected into the future. It is important to understand that this style is not reactionary, but a combination of natural and man-made stimuli to create a measured response. Therefore, the response is not an act that is applied to a particular project, but a habit that is maintained by the student, ingrained into a sustainable process. When a method is central to the design of a program or work from the beginning, the response is stronger and more developed.

By viewing their works as a continuum, students can build on past experiences to inform current and future actions. Sustainability and public interest design is not a place where simple regurgitation of information will suffice, students will need to critically investigate and iterate repetitively. I provide guidance, but foster an environment in which students can guide their own learning by being critically engaged with the material and their peers.

When students are engaged with the material they should do so at multiple scales of interaction, not only in research or writing, but also in making. I firmly believe that a student's understand of sustainability hinges on being able to visualize current, but also future needs and goals. This critical thinking required is central to my teaching and design philosophy.

My experiences leading studio discussions, facilitating workshop discussions, and managing the Studio Collective Magazine as Editor in Chief have allowed me to investigate the different learning styles of students. From these experiences, I have developed methods for engaging students in a respectful manner and seeking their involvement in discussions and critiques. This allows students to view their pursuit of sustainability in a larger context, to represent their work, to respectfully interact with colleagues, and to develop themselves for professional and academic life-long learning.