

Jennifer Glaws
Teaching Philosophy

As an educator, choreographer, and dancer, I teach with energy and inquiry, while creating an environment that promotes discovery through dance. I seek to provide meaningful opportunities for participants to connect their experiences in the dance class with other aspects of their lives, with other domains of knowledge, and with their perspectives as world citizens. My objective as a teacher is to foster an environment that develops individual artistic expression, dynamic ranges in both movement and performance, and a worldly interconnected view of dance. I believe in the importance of fostering a safe environment allowing participants to have space to research and identify their individual connections to their moving bodies and performative theories.

I am conscious to develop relationships with my students that are collaborative, allowing for the facilitation of the information to be approachable, and active questioning, transpiring concurrently, with the development of curriculum. I present creative elements to portions of the class, offering opportunities for artistic expression and evaluative decision-making. I believe embodiment and a fulfilled comprehension of movement phrasing, involves the ability to navigate stylistically between an individual's own choices and what they are learning from an instructor.

I have developed curriculum practices engaging the whole performing self, utilizing multi-sensory systems in creation and technical exercises. These practices are situated within my research investigating a choreographic practice called creative cognition in dance making, or choreographic thinking. This research lies in the relationship of dance with cognitive science, and the view that the practice of creative cognition while making dances can enhance neuroplasticity, challenge physical habits, and access a deeper embodied experience in performance for dancers and non-dancers alike.

In the classroom, I have witnessed the benefits of practicing the art of creative cognition in dance making with individuals of differing experiences and approaches to movement. Exercises given with this intention, offer a non-hierarchical configuration and provides all students an opportunity to work at the level of their experience. I have recognized an increase in self-confidence, self-awareness, and a greater ability to find reason and action when confronted with obstacles.

My ideology embraces movement patterns investigating quality change and the attention to variances and oppositions in effort. In and out of the floor, ride, break, fall, rise, throw, thrash, own, and become, are only the beginnings of dynamic investigations. I entered into dance myself, because of the athleticism dance can offer, and the excitement it can bring by propelling yourself through space with attention and intention. I work to encourage environments where students feel safe to explore the risk, ride, and freedom of moving with passion and with rigor. Dance technique class offers observance and attendance to the moving body. The classroom should be an exciting place to learn, where the visceral joy of movement and creative inquiry intersect.