

Philosophy of Education

By Steve Apter

I believe that the purpose of education is to teach students how to learn by developing ideas and following through with those ideas through the use of advancing technology.

Education should do far more than state facts and terminology. Education should emphasize teaching students how to think critically, ask questions, and solve problems. I believe that my role is to motivate students to want to learn. I believe it is important to encourage students to ask questions and to offer their opinions. Students should be exposed to a wide range of opinions in our diverse, multicultural society. I believe that every student is entitled to a quality education facilitated by motivating, encouraging instructors and a supportive school system.

As an educator in the field of television and film, I believe it is essential to expose students to the newest technology available, always keeping them on the cutting edge of the industry. However, I believe my role as an educator goes beyond teaching equipment and software. It is essential that students be properly trained in the aesthetic principles of television and film. There is no new technological advancement that can replace the fundamental aesthetic concepts and their place within the history of these media. My role also includes encouraging students to feel comfortable with their own abilities. I find it is vital to show them that you believe in their capabilities, and that you care about their well being as a person.

It is my goal to be a full time television or film instructor so that I can also share my enthusiasm and love for television with the students. I have taught television and film for over twenty years and I am passionate about both the aesthetic and technical factors involved. I find the process of storytelling intriguing. In the case of storytelling in the world of television and film, each time I break it down for students they realize how they have taken it for granted for so many years. The languages of television and film are languages similar to any other, and therefore, must be taught through constructive learning. Words are not enough. Images are not

enough. Students must be involved. Hands-on projects must be involved. However, because the results are often subjective, students must also understand why their choices may or may not be successful.

I have a great passion for teaching, just as I do for editing, which I have done professionally since 1995. I also enjoy working with college students. I desire to be a full time television or film instructor so that I can share my enthusiasm with students who are preparing to embark on a career in the same field as I. I am fortunate to have had several highly effective and motivating teachers at the University of Illinois at Urbana-Champaign, Columbia College Chicago and Governors State University. These teachers were instrumental in fueling my desire to pursue the field of television as a career. They taught me *how* - how to use cameras, lights and editing systems. However, more importantly, they taught me *why* – “why should I put the camera here, why should I cut to this shot, why will this have a greater impact on the viewer?”

My philosophy on instruction is that it should include a wide variety of teaching methods and activities. I believe that class time should be a combination of lecture, group activities and screenings based on the level of the course. Many of the classes at the college level require significant out of class time, but I would like to devote a portion of class time to larger projects in order to assess students’ progress and to be able to answer questions relating to these projects.

I believe it is important to assess students’ progress in class as well as their opinions about the class at least one or two times throughout the semester. I encourage students to contact me at any time if they are concerned about any problem they may be having regarding deadlines, workload, etc. I find it is often the case that a student will not speak up in a group setting, but will comment on a one-to-one basis when confronted about his/her progress in the class. I want students to know that I respect their opinions and ideas and that I deserve their respect. I desire all of my students to feel that they are capable and that I believe in their abilities and potential.