

Teaching philosophy statement

Marco Spruit, April 24, 2016

I like to think of both my personal learning and teaching philosophy as metaphorical interpretations of “*Le Sacre du Printemps*”.

The *Rite of Spring* is a now-famous ballet and orchestral concert work by Igor Stravinsky, and one of my personal favourites in classical music.

Its 1913 debut in Paris caused near-riots in the audience due to Stravinsky's novel experiments in tonality, rhythm and stress, among others. Its storyline centres around primitive rituals to celebrate the advent of spring, after which a young girl is chosen as a sacrificial victim and dances herself to death, to propitiate the god of Spring...



Part of original stage backdrop for Stravinsky's ballet “*Le Sacre du Printemps*” (Nikolai Roerich, 1913).

1. **Teaching:** *Academic teaching, as a metaphorical interpretation of the Rite of Spring, is a multiyear ritualistic performance of guiding students by activating them to learn to find their own way, sometimes seemingly disoriented and confused, towards rebirth as a professional ready to take on the world.*
2. **Learning:** *Learning is likely a lively rhythm involving various repetitions and variations on a theme of clear patterns and multimedial illustrations, interchangeably lazily flowing and intensively bursting, towards one ultimate goal as an inevitable climax.*
3. **Students:** *Students enter university willingly but mostly unknowingly, both following and breaking the rules while trying to find their own way while wandering about, sometimes astray, seemingly demotivated and confused, but steadily onward towards an intense climax to mark their rebirth as a professional ready to take on the world.*
4. **Student-teacher relationship:** *As a teacher my initial responsibility is to orchestrate an attractive scenery which interchangeably inspires and excites bold ambitions, then soothes and entices with new landscapes, and sometimes even aggravates in dissonance; over time, however, my role gradually transforms into one akin to a sage counsel, a critical confidant.*
5. **Teaching methods:** *Innovation often results after experimentation with new sceneries and environments. Much like exploring new registers in existing instruments in addition to entirely new elements, diverse teaching methods are embraced to facilitate and stimulate a continuous state of innovation.*
6. **Evaluation:** *Similar to a sage, release new and positive energies into the world to help make it a better place, by contributing to the development of new generations of responsible ICT professionals with a holistic viewpoint which help solve real-world problems by aligning people, processes and technologies into effective and efficient ICT-based solutions with maximum societal impact.*