

# Teaching Philosophy

Teaching is not just about delivering content or preparing for tests. It's also about building a relationship with your students. Students learn better from teachers who care about them.

Art class should be an environment where students are challenged to try new things and feel supported enough to move forward in spite of their fear of failure. Not every child will grow up to be an artist, but every child can benefit from the perseverance and creativity taught through art, as well as the multicultural understanding and compassion that comes from learning about art history.

Art can be a much-needed outlet for students. I believe in providing ample opportunity for self-expression in lessons alongside teaching concrete technical skills and art history knowledge. Because art is meditative by nature, creating art can be naturally therapeutic for students. I have experienced many benefits from making and learning about art, and I hope that my students will as well.

Art can transform lives. It gives us the power to question, to confront, to explore, and to challenge how we think about the world.

Lucy Liu

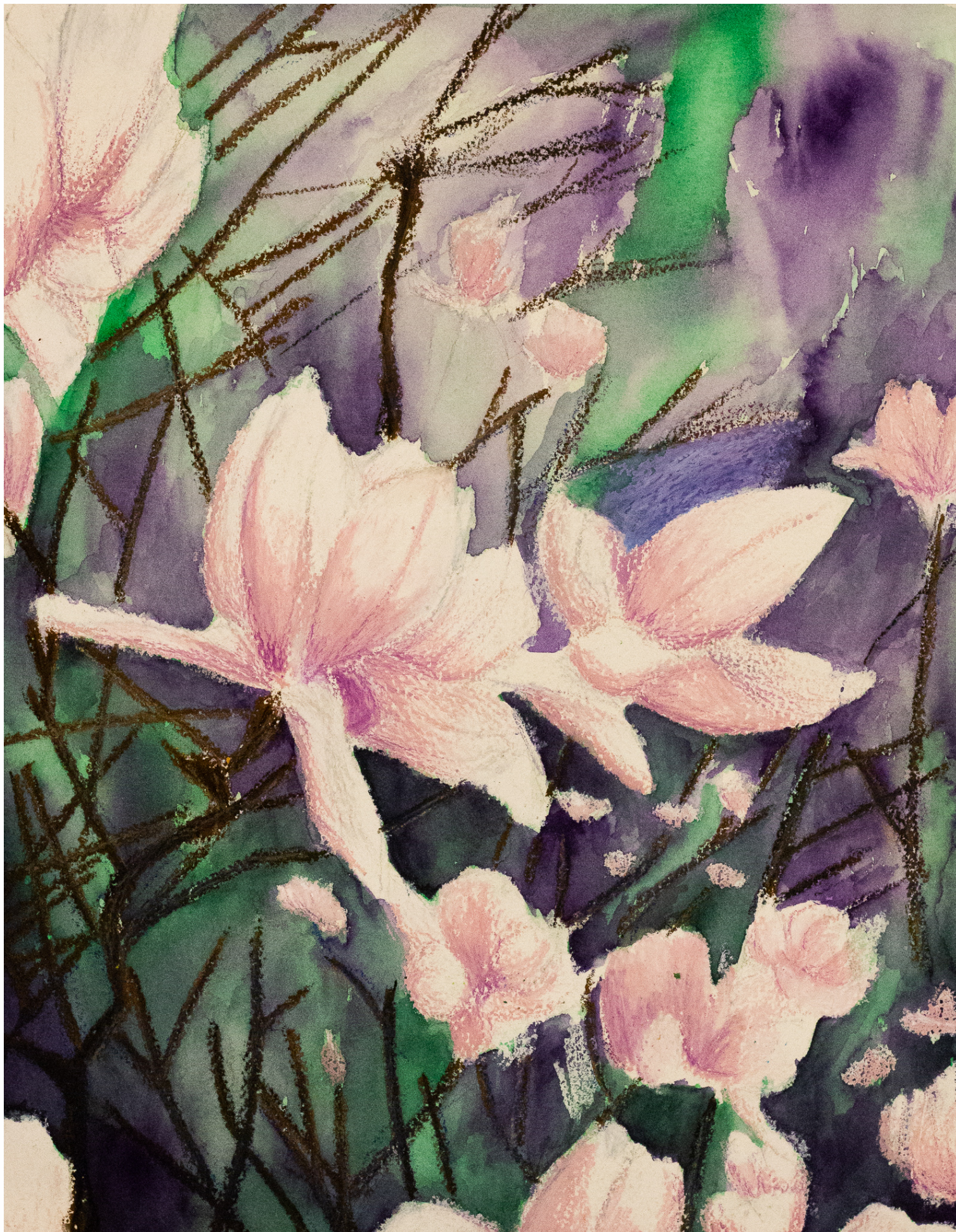
# 01

## Parrots

Watercolor Markers

6" x 8"





# 02

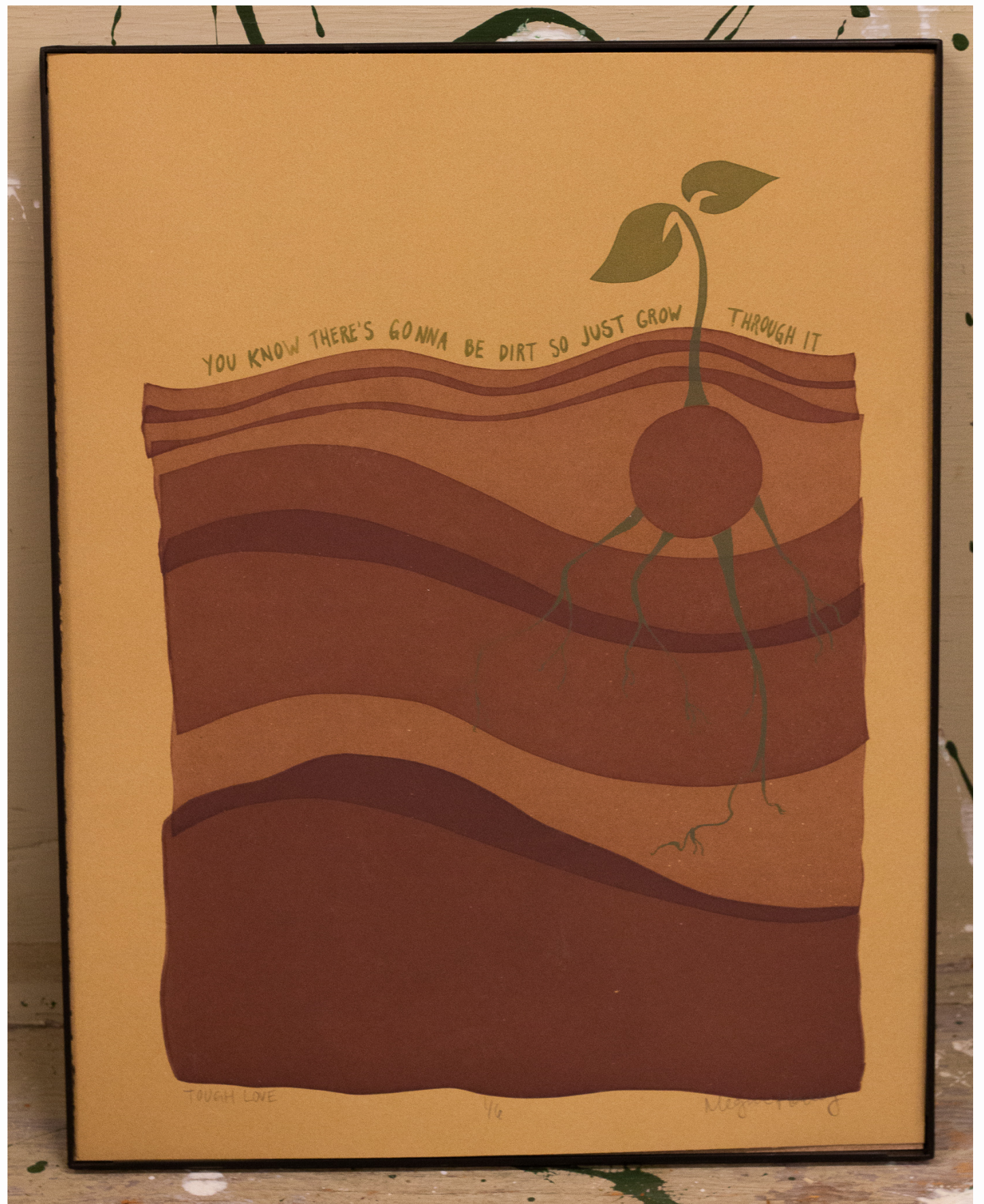
## **Night Blossoms** Oil Pastel and Watercolor 16" x 20"

I created this piece using the oil resist method. The drawing was completed first with oil pastel and then watercolor was layered over it.

# 03

## Tough Love Screen Print 11" x 14"

When creating this piece I aimed to show the beauty of resilience. With the phrase "bloom where you're planted" in mind, I chose the imagery of layers of dirt to symbolize the struggles we go through in life. The sprout represents the growth that comes from suffering and offers a hopeful outcome.





# 04

## The Golden Calf

Woodblock

9" x 9"

This piece was created as an infusion of the biblical narrative of the golden calf and the legends surrounding the Great Chicago Fire.

# 05

## Christmas Lights Linoleum Block Print 4" x 6"

This is a repeating pattern that I designed to use as the front of a Christmas card. The Christmas cards were then sold and the proceeds from the sale were donated to the local children's home.





06

## Harding Bisons

Acrylic Paint and India Ink  
6" x 8"



07

Bubbles Sketch  
Graphite  
9 " x 12"





08

Snuggle

DSLR Photography



09

Maddie and Caleb

DSLR Photography



10

Nova

DSLR Photography

11

Galaxy Bowl  
Ceramics  
5" diameter



**Megan Harley**  
**Artist Statement**

I recently found a book about myself that I made when I was in Kindergarten. One page therein addressed the classic question: what do you want to be when you grow up? I was surprised to find that as a Kindergartener, I dreamt of being an artist. This came as a surprise mainly because I don't remember dreaming it; for most of my grade school life I told people that I was going to be a writer or an English teacher. It wasn't until late high school that I began to realize how much I loved the visual arts.

I've always been extremely creative. My mind works faster with ideas than I can keep up with, synthesizing and strategizing different bits of information I've collected from books, school, nature, faith, relationships, and day-to-day life in general. I've also always loved making things with my hands. My grandma began teaching me to sew before I could read. My mother taught arts and crafts at our summer camp and I loved to rummage through her supplies at home, inventing projects for myself and my friends year-round. Growing up I would spend hours drawing images out of books I'd found. For school projects, I remember spending 10% of my time on the informational content and 90% on decorating the poster it was presented on. And yet, I never thought of myself as an artist. I had a variety of other interests which took precedence in my life.

When I got to high school, I had to choose between taking art classes or being in the choir. I chose art, which surprised some of my friends and teachers. They politely questioned my choice. When I took my first art history class in high school, I began to realize the depth of art. I think that's the moment I began to fall in love with it for its richness and potential. But when I really fell in love with it was my senior year of high school, during a particularly rough patch in my life when I discovered the meditative power of making visual art. I dropped AP Biology to be in Painting class: a decision that changed the course of my life.

I wasn't convinced right away that I ought to pursue art. I came to college telling myself that I would study French and any subject besides art, which I had been persuaded to believe wasn't a practical major. But I quickly began to miss creating. Typical academia just wasn't cutting it; I wanted to work with my hands. I added an art minor. Then, I made it a second major. Eventually, I made it my only major. I couldn't be happier with my choice of career. It took baby steps and a lot of small decisions to choose art over other things to arrive right back where, according to my Kindergarten self, I apparently began. Sometimes we'd do well to remember what we were like as children and try to embrace that part of ourselves.

## Megan Harley Long Biography

I've chosen to become an art teacher because I believe that art is incredibly valuable to students. Art and art history tell the story of different peoples throughout time and what they've valued, the questions they've asked, the dreams they've had. For students to study this and explore art through their own personal creative expressions helps them to ask deeper questions about themselves and their place in the world. It helps them to look beyond what lies at the surface level and reach for something richer. As Christians, I think we ought to recognize the power in this; art has the ability to turn young people into seekers. The Bible teaches us that those who seek will find. If we want our students to find God, it makes sense to help them become the kinds of people who are seeing past the everyday and looking for something more. It prepares the ground for a seed to be planted later.

Art is also valuable in that it teaches young people grit. One of the most important factors in a person's success is their ability to endure difficulties and pick themselves back up again from failure. Making art can be extremely difficult. Many people fear it, saying that they "can't even draw a stick figure" or "don't have a creative bone in their body". This reminds me of the way that many people fear math, saying that they're "just bad at it". But the truth is, you have to be bad at difficult things before you can be good at them. Art teaches students to endure long projects and see them through to the end, all the while knowing that their work may or may not turn out the way they wish it would, and that that's okay; it's all a part of learning a new skill and learning to let go.

Finally, I believe that art is important to students in that it teaches them to think creatively. Creativity is sometimes undervalued and underemphasized in our education system, but in a world where most tasks can be outsourced to a computer, the job force is hungry for workers who can think critically and creatively and solve problems. What better place to teach creativity (which is classified as the highest-tier of thinking skills in Bloom's Taxonomy) than in the art classroom?

Besides all of this, art is just *fun*, and that's why I've chosen to teach it. I love to roll up my sleeves and get my hands dirty working on a new project, and I love the payoff in seeing something beautiful that you've worked hard on when it's finally finished, and I hope that I can share this fun with my students.

## **Megan Harley**

### **Short Biography**

I was born in Dayton, Ohio and raised by my mother. From a very young age I have enjoyed making things with my hands. Sewing, knitting, and embroidery were some of my first creative hobbies. I remember knitting sweaters for my cat when I was in elementary school. I loved to draw things out of books that my grandmother had given me. My mother was the craft teacher at our summer camp and I played in her supplies year-round. As I grew older my interest in drawing grew. As a high schooler, I began taking more serious art classes. I took seven before I graduated. After exploring a couple of other options in college, I decided to become an art teacher.



## **Megan Harley**

### **Career Plan**

My plan after graduation is to spend a semester as a substitute teacher. My fiance and I may move to Memphis, where I will pursue work as a full-time art teacher or museum employee. Eventually I may choose to pursue a master's degree in library science, educational leadership, or printmaking. In the meantime, I would like to pursue side interests such as starting a business.

# Megan Harley

ART EDUCATOR

## TEACHING VISION

Education is about the students. I strive to build relationships with my students and adapt my teaching methods to fit their needs. I believe in the ability of art to build their critical thinking skills and enrich their lives through a deeper understanding of themselves and humanity. I also believe in its ability to become an enjoyable lifelong career or hobby.

## KEY ACHIEVEMENTS

- Awarded competitive departmental scholarship for art
- Inducted into Phi Sigma Iota, a foreign language honors society
- American Studies Institute Distinguished Scholar
- TEACH Grant Recipient

## PROFICIENCIES

- Intermediate High fluency in French, spoken, written, and read
- Extensive experience communicating with ESL speakers
- Experience with students from low-income backgrounds
- Intermediate proficiency in Adobe Photoshop, Illustrator, and Lightroom software
- Strong work ethic, perseverance, adaptability, relationship building

## RELEVANT EXPERIENCE

- Online graphic design and art business courses through Skillshare
- Former volunteer teaching assistant at Make.Do. creative nonprofit
- Two-time camp counselor, Fort Hill Christian Youth Camp
- Reader of NAEA's Art Education journal

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## EMPLOYMENT HISTORY

### Resident Assistant

Harding University | January 2017 - present

- Assist with interpersonal conflict resolution
- Oversee a hallway in the residence halls
- Account for residents' safety nightly
- Get to know, care for, and be of general service to residents

### Student Reference Assistant

Brackett Library | January 2016 - present

- Assist patrons with light research
- Answer miscellaneous patron questions
- Former ISSA, assisted with data analysis and monitoring the scheduling of fellow SRAs
- Maintain printers and assist with technology issues

### Library Aide

Dayton Metro Library | February 2013 - January 2018

- Assisted with children's programs and classes
- Assisted with training of fellow library aides
- Shelled and maintained materials
- Maintained orderliness of the shelves

## EDUCATIONAL HISTORY

### Harding University, Searcy, Arkansas

BA in Art with Licensure, projected graduation in December 2019

- French Minor
- Experience in a variety of media, including graphite, pen and ink, colored pencil, collage, pastel (oil and chalk), painting (acrylic and oil), etching, block printing, lithography, serigraphy, ceramics, sculpture, textile design, embroidery, sewing, weaving, graphic design, and photography
- Studied abroad for a three-month, French language immersion program in Geneva, Switzerland
- Founder/President of Fine Arts Club, 2018
- Mentor for underclassmen portfolio review
- Honors College Participant, GPA 3.8

### Butler High School, Vandalia, Ohio

High School Graduate, Class of 2015

- Awarded scholarship for those entering the field of education
- Member of National Honor Society
- Butler Pride Award Recipient
- Completed seven art courses
- Academic Challenge Quiz Team Participant, 2011-2015