

Students learn more effectively through experience, and the habit of trying out ideas and concepts fosters critical thinking and autodidactic processes. This habit must be applicable not only to the topic of a class; besides being prepared for their careers, people need general and self-knowledge that enriches their life. For example: in order to address the differences between the analog and the digital, faculty must ensure a classroom does more than defining concepts; the discussion should involve the human body, personal experiences, nature, the history of technology, and artistic works related to this dichotomy. Furthermore, students must perform experiments for illustrating points from the discussion. Students that are proficient at critical thinking, adapting and reframing concepts, social interacting, and understanding their individual capabilities will be better prepared for the future.

The main strategies I use comprise promoting active learning processes that involve students in the investigation of theories; regarding different types of learners by having at least two different approaches to each topic; and fostering an environment of consistent dialog, clarifying what is expected in terms of student achievements and encouraging their feedback concerning the teaching and learning process.

When I explain minimalism and the use of phase for an undergraduate class I start with *Come Out*, by Steve Reich, one of my research's case studies. In addition to pointing out the importance of the tape technology, I encourage students to extrapolate the concept of phase in music by considering other elements, such as the revolutionary aesthetic results, the listener's role, and, as supported by my research, understanding the piece as a statement that brings forth racial issues, giving permanence in time to its thematic content. Furthermore, this investigation shows music composition, musicology, and theory as fluid activities, with their practices and results constantly challenged and repurposed.

My theory students were excited about minimalism, performed very well on tests, and absorbed not only concepts about minimalism, but also the learning process, engendering a faster learning rate for subsequent topics. The positive student evaluations I receive often praise this set of strategies, showing that students retained the learning process itself, besides the class content.

In sum, my pedagogical strategies are designed to promote a consistently active behavior towards knowledge, so that students will be able to better teach themselves long after they leave my classroom.