Developing A Teaching Philosophy

Beatrice J. Adams
"Our work is not merely to share information but to share in the intellectual and spiritual growth of our students."

Teaching to Transgress, bell hooks
Why It Matters?
A narrative that details your conceptualizations of teaching and learning and how you bring those conceptualizations to bear in the classroom.

What It Is?
It communicates your goals as a teacher and demonstrates thoughtfulness about how and why you teach.
It's not just useful for the job market.

It can be used as a guide when:

- Designing your own course
- Creating or updating a syllabus
- Creating lesson plans
It's an opportunity to consider the big questions...
Key Questions

What is the purpose of education?

Why do you teach?

What is the value of the subject you teach for students?

What do you want students to leave your course with?

How do you get students to be engaged?
Key Components

Your conceptualization of the relationship between students and teachers

Your conceptualization of what an ideal learning environment should be and how to go about cultivating it

Innovative Teaching Methods and Strategies

Student Outcome

Plan for Professional Growth
General Guidelines

- Usually 1-2 pages
- Make a clear claim
- Written in first-person
- Avoid technical jargon
- Consider your audience
- Make it personal and memorable
Brookfield, Stephen. Becoming a Critically Reflective Teacher

Crumly, Cari, et al. Pedagogies for Student-Centered Learning: Online and On-Ground

Dewey, John. Experience and Education

Freire, Paulo. Pedagogy of the Oppressed

hooks, bell. Teaching to Transgress: Education as the Practice of Freedom

Weimer, Maryellen. Learner-Centered Teaching: Five Key Changes to Practice