

Teaching Philosophy

My teaching philosophy is: "To create *students-techno-centered* ambiance wherein students learn through fun, doing activities, active participation, and a spirit of cooperation and collaboration in the peer group or teamwork to make them autonomous with full sense of pride and confidence."

My teaching practices empower students to realize their full potential by providing opportunities, support, feedback, and guidance to achieve the learning outcomes. I plan various activities based on given curriculum, students' learning styles and real-life situations with an aim for the students to comprehend, engage, practice and construct products to display and reflect on tangible progress and desired results. This enables me to bring about the paradigm shift from rote/memorizing method to widen cognitive skills and think critically and apply it in real-life situations to tackle problems creatively. I, through these classroom practices, endeavor to make the classroom an arena for students to learn, develop and demonstrate the productive and the receptive skills.

We pass through a revolutionary phase of rapid technological advances bringing in new challenges. Today, teachers should not only extend beyond delivering the lecture and passing on information but also go through training, seminars, workshops, and conferences to acquaint, develop, analyze and communicate new knowledge. Mostly, I found the students learn more effectively in informal discussions during office hours and interacting on social media beyond classroom settings. I adopt the co-teaching approach to learning much from my colleagues and students. I still foresee to ongoing teaching, research, training and learning en route from my peers and students to grow and learn new things.

I believe that teaching is not about one individual student, but about hopes, expectations, and aspiration of many students. And when the institution exists to impose faith and empower its teachers with autonomy, good curriculum, evaluation standards, and encouraging environment to teach rather to put obstacles in their path, progress is

Personal Philosophy Of Teaching Essay

Chao Zhang



Personal Philosophy Of Teaching Essay:

The Importance of Philosophy in Teacher Education Andrew D. Colgan, Bruce Maxwell, 2019-08-29 The Importance of Philosophy in Teacher Education maps the gradual decline of philosophy as a central integrated part of educational studies Chapters consider how this decline has impacted teacher education and practice offering new directions for the reintegration of philosophical thinking in teacher preparation and development Touching on key points in history this valuable collection of chapters accurately appraises the global decline of philosophy of education in teacher education programs and seeks to understand the external and endemic causes of changed attitudes towards a discipline which was once assigned such a central place in teacher education Chapters illustrate how a grounding in the theoretical and ethical dimensions of teaching learning and education systems contribute in meaningful ways to being a good teacher and trace the consequences of a decline in philosophy on individuals professional development and on the evolution of the teaching profession more broadly With this in mind the text focusses on the future of teacher education and considers how we can ensure that philosophy of education feeds into the excellence of teaching today This book will be of great interest to graduate postgraduate students as well as research scholars in the field of educational philosophy and history of education In addition it will be useful for those involved in teacher education and in particular course module and program development

Survive and Thrive on Your Teacher's Salary , Real Essays for College & Grad School Anne McKinney, 2000 Colleges and universities place great emphasis on essays written as part of the process for admission and scholarships This guide to constructing essays includes essays that have worked for real people plus dozens of other actual samples

History, Philosophy and Science Teaching: A Personal Story Michael R. Matthews, 2021-06-02 This book is an historical narrative of academic appointments significant personal and collaborative research endeavours and important editorial and institutional engagements For forty years Michael Matthews has been a prominent international researcher author editor and organiser in the field of History Philosophy and Science Teaching He has systematically brought his own discipline training in science psychology philosophy of education and the history and philosophy of science to bear upon theoretical curricular and pedagogical issues in science education The book includes accounts of philosophers who greatly influenced his own thinking and who also were personal friends Wallis Suchting Abner Shimony Robert Cohen Marx Wartofsky Israel Scheffler Michael Martin and Mario Bunge It advocates the importance of clear writing and avoidance of faddism in both philosophy and in education It concludes with a proposal for informed and enlightened science teacher education

Values, Philosophies, and Beliefs in TESOL: Making a Statement Graham Crookes, 2009-02-16 This insightful book chronicles the many influences and developments that have helped shape the language teaching profession today

CliffsNotes FTCE General Knowledge Test 4th Edition Jeffrey S. Kaplan, Sandra Luna McCune, 2018-06-19 The exam that all future teachers in Florida need to take the FTCE General Knowledge Test is being revised Offered year round by appointment the general knowledge test is required for every

educational specialty Chapter reviews are dedicated to the four subtests that comprise the test Essays English Language Skills Reading Mathematics Included in the package are two model full length practice tests to ensure success on test taking day

The Road Traveled and Other Essays Steven M. Cahn, 2018-12-26 The Road Traveled and Other Essays presents the recent work of philosopher and educator Steven M Cahn This book offers his latest reflections on the nature of well being the rationality of religious belief and the aims of higher education Also included are a selection of his challenging philosophical puzzles The work concludes with a detailed account of his career as a faculty member foundation executive and university administrator

Essays to My Daughter on Our Relationship With the Natural World Steven Simpson, 2022-10-15 What do fishing with an otter sitting atop a mountain at dawn with eighty Taiwanese backpackers and driving home from Aldo Leopold's Shack have to say about the evolution of a personal environmental philosophy Essays to My Daughter on Our Relationship With the Natural World provides a series of reflections by an environmental educator about lessons learned from time spent in nature Originally conceived as personal letters to the author's daughter this collection presents ethical questions outdoor enthusiasts regularly face as they work and play in the natural world The essays in this book explore environmentalism in a modern day context with topics including sustainability education the current relevance of environmental writers from the past and the uncertainty of what is meant by words like naturalist solitude and wilderness There is no attempt to direct readers to any particular environmental philosophy Instead Simpson encourages readers to articulate their own perspective based on personal experiences in nature Though Essays to My Daughter is written by a father to his daughter the insights within the volume and the questions they provoke are valuable to all members of the next generation as they grapple with their own relationship to the natural world

Academic Migration, Discipline Knowledge and Pedagogical Practice Colina Mason, Felicity Rawlings-Sanaei, 2013-11-26 This volume makes a distinctive and innovative contribution to the globalisation of higher education literature by highlighting the myriad benefits of academic migration Sixteen academic migrants across the Asia Pacific region reflect on their experiences and wisdom gained across geographical cultural and disciplinary domains Each one provides an authentic account of ways in which their experiences and insights have benefited their host institutions and enhanced their pedagogical practice The groundbreaking volume calls for a shift in academic culture one in which academic migrants are respected for their cultural social and intellectual resources their enhanced interpretive ability and their capacity to view the world through multiple lenses Are these not the characteristics of educators which universities seek in their efforts to internationalise their institutions and develop in their students an understanding of global citizenship The volume forges new territory in articulating the relationship between academic migrants conceptual understanding and the construction of knowledge The following themes are addressed in this book Migration of Ideas Conceptual Understanding and Pedagogical Enrichment Indigenous Pedagogies and Bridging Worldviews Changing Academic Identities and Reshaping Pedagogies Teaching Practice and the

Academic Diaspora **The Academic Job Search Handbook** Julia Miller Vick, Jennifer S. Furlong, 2013-06-12 For more than 15 years The Academic Job Search Handbook has assisted job seekers in all academic disciplines in their search for faculty positions The guide includes information on aspects of the search that are common to all levels with invaluable tips for those seeking their first or second faculty position This new edition provides updated advice and addresses hot topics in the competitive job market of today including the challenges faced by dual career couples job search issues for pregnant candidates and advice on how to deal with gaps in a CV The chapter on alternatives to academic jobs has been expanded and sample resumes from individuals seeking nonfaculty positions are included The book begins with an overview of the hiring process and a timetable for applying for academic positions It then gives detailed information on application materials interviewing negotiating job offers and starting the new job Guidance throughout is aimed at all candidates with frequent reference to the specifics of job searches in scientific and technical fields as well as those in the humanities and social sciences Advice on seeking postdoctoral opportunities is also included Perhaps the most significant contribution is the inclusion of sample vitas The Academic Job Search Handbook describes the organization and content of the vita and includes samples from a variety of fields In addition to CVs and research statements new in this edition are a sample interview itinerary a teaching portfolio and a sample offer letter The job search correspondence section has also been updated and there is current information on Internet search methods and useful websites **The Incomplete Eco-Philosopher** Anthony Weston, 2009-01-15 Collected essays present Weston's pragmatic environmental philosophy calling for reconstruction and imagination rather than deconstruction and analysis Inside/Outside Marilyn Cochran-Smith, Susan L. Lytle, 1993 The central concern of Inside Outside is the assumption that pedagogical knowledge is generated outside in that is from the university to be applied at schools The first half provides a thoughtful conceptual framework for reading and understanding teacher research exploring its history potential and relationship to university based research In the second half the voices of teacher researchers contrast engage and combine as contributors explore the meaning and significance of their approaches and findings These authors enter into the national conversation about school reform teacher professionalism multicultural curriculum and pedagogy and language and literacy education **An International Learning Community in Japan** John Misselhorn, 2006-04-18 For a time I lived and worked in Japan in the beautiful city of Kitakyushu and taught English as a Foreign Language to the Japanese An International Learning Community in Japan is the story of my experiences in Japanese society and also a discussion of my theories and techniques of teaching English to Japanese people So what makes this book different from the many other books by Westerners who have lived in Japan and written about their experiences or other books about teaching English in Japan The entire work is unified under the central theme of an international creative learning community that my students and I created together It is a concept that describes the relationship that evolved between my students and me This book will be of interest to anyone with a general appreciation of Japanese culture or who

desires to learn about teaching in Japan This book is not only about how Japanese and American cultures differ but it also offers a unique vision of international communication and understanding So this is a story of close international friendship Journey to Japan with an American English teacher who discovers a beautiful gentle culture new educational ideas and his heart

Reflective Reading and the Power of Narrative Karyn Sproles, 2018-07-11 Reflective Reading and the Power of Narrative Producing the Reader is an interdisciplinary exploration into the profound power of narratives to create and recreate how we imagine ourselves It posits that the process of producing a text also produces the reader Written from the perspective of a psychoanalytic feminist Sproles considers a wide array of examples from literature popular culture and her own experiences to illustrate what she calls reflective reading a metacognitive reading practice that recognizes the workings of the unconscious to push the reader toward a potentially transformational engagement with narrative This may manifest as epiphany recovery from loss or resolution of repressed trauma Each chapter draws on examples of characters and authors who model a reflective reading process from Jane Austen and Virginia Woolf to Johnny Cash and Alison Bechdel By reclaiming the role of the unconscious Karyn Sproles reinvigorates the theoretical work begun by reader response criticism and develops a deep understanding of identification and transference as an integral part of the reading process For students and researchers of cultural studies psychoanalysis gender studies and feminist literature and theory Reflective Reading and the Power of Narrative offers innovative and accessible ideas on the relationship between reader and text The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

Boot Camp for Your Brain M. Denmark Manning, 2016-09-29 Do you need to do better on the SAT The comprehensive material in this book honed by years of actual results can help you significantly improve your composite score No gimmicks just time tested techniques that were previously available only to students of The Worlds Best Prep Course Inc Put them to work for you and achieve the score you need to get into the college of your choice

Towards Anti-Racist Educational Research Delane A. Bender-Slack, Francis Godwyll, 2024-04-08 Towards Anti Racist Educational Research Radical Moments and Movements is a call for educational researchers and teachers to engage in the work needed to be anti racist In the academy there is no place for neutrality when it comes to race One either endorses the idea of a racial hierarchy or that of racial equality Educators and researchers either believe problems are rooted in groups of people or locate the roots of problems in power and policies Therefore we can either allow racial inequities to continue or confront racial inequities Delane Bender Slack and Francis Godwyll work to confront those racial inequities in educational research As they continue to grapple with their role in radical moments and movements from various identities perspectives and positionalities they strive to identify their intellectual social and cultural labor in their research and in this writing as anti racist The editors define what it could mean to be anti racist in research methods projects and agendas and they pose the following questions How do we ask anti racist research questions How do we create anti

racist curricula How do we design anti racist policies What does it mean to be racially humanizing educational researchers How do we intentionally work towards racial justice *On the Familiar Essay* G. Atkins,2009-10-26 Rooted in close reading of texts including the essays of E B White this comprehensive assessment of the oft slighted subform of the literary essay situates the familiar at the heart of the essay as form The Handbook of the Evolving Research of Transformative Learning Kathleen P. King,2009-05-01 Associate Editor Seamus King This handbook is a much expanded version of the original Learning Activities Survey published by Dr Kathleen P King of Fordham University in 1998 Based on her ground breaking research in this field where she used a mixed methodology research approach to study transformative learning the book will provide a model of research firsthand perspective of how research design develops reprints of articles based on the related research and specific assistance in conducting further research in this area Over 50 studies around the world have been conducted base on King s original research and her work has extended across more than 12 studies since the original publication Moreover this volume is a vital research companion book to King s popular book Bringing Transformative Learning to Life Krieger 2005 Based on our history with the prior edition it is sold out this book will have wide appeal among adult education human resource development psychology and counseling researchers students professors and practitioners and it serve as an excellent textbook or personal introduction studies of foundations of adult learning applied research or transformative learning Professors and students of adult learning counseling human resource development staff development educational administration and leadership psychology and other social sciences use this as a guide for research studies especially in the area of adult learning and or transformative learning Readers will find that this handbook provides an overview of King s transformative learning research dating back to 1997 a manual for use of the research tools a research methodology and an approach to open new vistas of research The first manual published in 1998 is now out of print and this 10th anniversary edition not only fills the gap but also continues where it stopped This handbook delineates the original model and the expanding and evolving research which has developed from 1997 to 2008 More than a manual instead this book uses a variety of formats to accomplish this goal reflection formal discussion instructions technical information personal and learner stories selected research articles and several modified forms of the original Learning Activities Survey LAS instrument Academic Ethics Patrick Keeney,2017-05-15 Academic ethics are currently much in the news but there is a great deal of uncertainty both as to what constitutes specifically academic ethics and about a number of issues that are taken to be issues of academic ethics This collection of papers focuses on both questions moving from consideration of the very idea of a University and what that entails via attempts to locate the major current concerns to particular issues relating to the University s relations with the corporate world the professor s role relations between student and teacher credentialling the demands of collegiality and plagiarism The editors have provided both a full and reasoned introduction and a critical end piece that attempt to bring some order to the often inchoate nature of this field raising the further question of whether

institutions should or should not frame formal codes of conduct The selected papers are drawn from diverse sources and together provide one of the first comprehensive overviews of academic ethics **Teaching Literature in the Real World**

Patrick Collier, 2021-07-01 Offering guidance and inspiration to English literature instructors this book faces the challenges of real life teaching and the contemporary higher education classroom head on Whether you re teaching in a community college a state school a liberal arts college or an Ivy League institution this book offers valuable advice and insights which will help you to motivate incentivize and inspire your students Addressing questions such as how do you articulate the value of literary education to students and administrators and parents how can a class session with a fatigued and underprepared group of students be made productive and how do you incentivize overscheduled students to read energetically in preparation for class this book answers these universal quandaries and more providing a usable philosophy of the value of literary education articulating a set of learning goals for students of literature and offering plenty of practical advice on pedagogical strategies day to day coping and more In its sum Teaching Literature in the Real World constitutes an experience based philosophy of teaching literature that is practical and realistic oriented towards helping students develop intellectual skills and committed to pedagogy built on explicit detailed and observable learning objectives

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