

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

Philosophy Of Teaching Papers

Ian Pickup



Philosophy Of Teaching Papers:

Teaching Philosophy Steven M. Cahn, 2018-03-09 Some students find philosophy engrossing others are merely bewildered How can professors meet the challenge of teaching introductory level philosophy so that their students regardless of initial incentive or skill come to understand and even enjoy the subject For nearly a decade renowned philosopher and teacher Steven M Cahn offered doctoral students a fourteen week credit bearing course to prepare them to teach undergraduates At schools where these instructors were appointed department chairs reported a dramatic increase in student interest In this book Cahn captures the essence of that course Yet many of the topics he discusses concern all faculty regardless of subject a teacher s responsibilities the keys to effective instruction the proper approach to term papers examinations and grades and suggestions for how administrators should demonstrate that they take teaching seriously Such matters are covered in the first seven chapters and in the final fourteenth chapter The intermediate six chapters focus on teaching introductory philosophy and in particular on critical thinking free will philosophy of religion ethics and political philosophy Cahn s writing is lucid and lively using vivid examples and avoiding educational jargon In sum this book is not only a guide on how to inspire students but also an inspiration for teachers themselves *Philosophers in the Classroom*

Steven M. Cahn, Alexandra Bradner, Andrew P. Mills, 2018-09-15 In these essays 24 of our most celebrated professors of philosophy address the problem of how to teach philosophy today how to make philosophy interesting and relevant how to bring classic texts to life how to serve all students and how to align philosophy with more practical pursuits Selected and introduced by three leaders in the world of philosophical education the insights contained in this inspiring collection illuminate the challenges and possibilities of teaching the academy s oldest discipline Essays in the Philosophy of Education

Celeste Ordas-Botor, 1995 *They Even Paid Me for Teaching* Gordon Hans Flammer, 1998 *Philosophical and Sociological Foundations of Education (Major Course) Paper Code: EDNMAJ-202-4*

KHRITISH SWARGIARY, 2025-05-22 The Philosophical and Sociological Foundations of Education has been conceived as a foundational text for students pursuing the B A Education Major course in their third semester at Bodoland University Kokrajhar This book is designed to meet the requirements of the course EDNMAJ 202 4 with the primary aim of equipping learners with a comprehensive understanding of the philosophical and sociological underpinnings that shape educational theory and practice As an author my objective has been to create a resource that not only elucidates the theoretical frameworks of philosophy and sociology in education but also fosters critical thinking logical reasoning and an appreciation for the transformative role of education in society Education as a discipline is deeply intertwined with philosophical inquiry and sociological dynamics The book is structured to guide students through the intricate relationship between these fields exploring how philosophical principles inform educational aims and how sociological perspectives illuminate the role of education in fostering social cohesion and change The four chapters of this text cover the essence of philosophy and its impact on education major philosophical schools and

their implications for educational practice the scope of educational sociology and the role of education in addressing social inequalities in the Indian context This book is the result of extensive research reflection and engagement with the evolving discourse in education It is intended to serve as both a theoretical guide and a practical resource for students educators and anyone interested in understanding the broader societal implications of education I am deeply grateful to the Department of Education at Bodoland University for their support and encouragement as well as to my colleagues and students whose insights have enriched this work It is my hope that this book will inspire readers to critically engage with the philosophical and sociological dimensions of education and contribute to the creation of a just and equitable society through informed educational practices Khritish Swargiary 2025

In the Socratic Tradition Tziporah Kasachkoff, 1997-12-29 This practical guide for teaching philosophy brings together essays by two dozen distinguished philosophers committed to pedagogy Addressing primarily practical issues such as how to motivate students construct particular courses and give educational exams the essays also touch on theoretical issues such as whether moral edification is a proper goal of teaching ethics An excellent sourcebook for graduate students just learning to teach as well as for professors searching for new strategies and inspiration or called upon to teach courses outside of their specialties

A Companion to Wittgenstein on Education Michael A. Peters, Jeff Stickney, 2017-05-03 This book bringing together contributions by forty five authors from fourteen countries represents mostly new material from both emerging and seasoned scholars in the field of philosophy of education Topics range widely both within and across the four parts of the book Wittgenstein s biography and style as an educator and philosopher illustrating the pedagogical dimensions of his early and late philosophy Wittgenstein s thought and methods in relation to other philosophers such as Cavell Dewey Foucault Hegel and the Buddha contrasting investigations of training in relation to initiation into forms of life emotions mathematics and the arts dance poetry film and drama including questions from theory of mind nativism vs initiation into social practices neuroscience primate studies constructivism and relativity and the role of Wittgenstein s philosophy in religious studies and moral philosophy as well as their profound impact on his own life This collection explores Wittgenstein not so much as a philosopher who provides a method for teaching or analyzing educational concepts but rather as one who approaches philosophical questions from a pedagogical point of view Wittgenstein s philosophy is essentially pedagogical he provides pictures drawings analogies similes jokes equations dialogues with himself questions and wrong answers experiments and so on as a means of shifting our thinking or of helping us escape the pictures that hold us captive

New Essays in the Philosophy of Education (International Library of the Philosophy of Education Volume 13) Glenn Langford, D.J. O'Connor, 2010-02-25 The contributors to this collection of essays offer a stimulating and varied range of approaches to this developing area The volume includes discussions on the concept of education and such related topics as indoctrination and the nature and scope of the theory of education Aspects of education including the field of moral education and issues which are reflected prominently in the curricula of such subjects as

Mathematics and Science in schools and colleges are considered International Handbook of Philosophy of Education Paul Smeyers, 2018-06-09 This handbook presents a comprehensive introduction to the core areas of philosophy of education combined with an up to date selection of the central themes It includes 95 newly commissioned articles that focus on and advance key arguments each essay incorporates essential background material serving to clarify the history and logic of the relevant topic examining the status quo of the discipline with respect to the topic and discussing the possible futures of the field The book provides a state of the art overview of philosophy of education covering a range of topics Voices from the present and the past deals with 36 major figures that philosophers of education rely on Schools of thought addresses 14 stances including Eastern Indigenous and African philosophies of education as well as religiously inspired philosophies of education such as Jewish and Islamic Revisiting enduring educational debates scrutinizes 25 issues heavily debated in the past and the present for example care and justice democracy and the curriculum New areas and developments addresses 17 emerging issues that have garnered considerable attention like neuroscience videogames and radicalization The collection is relevant for lecturers teaching undergraduate and graduate courses in philosophy of education as well as for colleagues in teacher training Moreover it helps junior researchers in philosophy of education to situate the problems they are addressing within the wider field of philosophy of education and offers a valuable update for experienced scholars dealing with issues in the sub discipline Combined with different conceptions of the purpose of philosophy it discusses various aspects using diverse perspectives to do so Contributing Editors Section 1 Voices from the Present and the Past Nuraan Davids Section 2 Schools of Thought Christiane Thompson and Joris Vlieghe Section 3 Revisiting Enduring Debates Ann Chinnery Naomi Hodgson and Viktor Johansson Section 4 New Areas and Developments Kai Horsthemke Dirk Willem Postma and Claudia Ruitenberg **The Dreaded Research Paper** Larry Patriquin, 2025-03-30 In The Dreaded Research Paper retired university professor Larry Patriquin draws on decades of teaching experience to bring to light the process of writing and structuring academic papers from the title to the bibliography and everything in between With a focus on undergraduate students Patriquin explains how to conduct research read critically avoid plagiarism and employ formatting how to develop a title an introduction an argument and a conclusion while citing accurately and how to form paragraphs compose clear sentences punctuate properly and quote effectively He also draws attention to words you need to watch such as then vs than ending with dozens of writing dos and don ts Intended especially for those with little time to spare The Dreaded Research Paper is a wellspring of practical advice and concrete examples crammed into a small space This slim volume will give you the skills and the confidence you need to complete works of the highest quality And while it s directed at students this humorous engaging book offers valuable tips for anyone who writes argumentative nonfiction for a living be they scholars journalists or bloggers **Resources in Education** ,2000-10 Papers in Honor of Josiah Royce on His Sixtieth Birthday ,1916 *Educational Judgments* James F. Doyle, 1973 Joint Volumes of Papers Presented to the Legislative Council and

Legislative Assembly New South Wales. Parliament, 1905 Includes various departmental reports and reports of commissions
Cf Gregory Serial publications of foreign governments 1815 1931 A Subject Index to Current Literature Australian Public
Affairs Information Service, **APAIS 1992: Australian public affairs information service** , Educational Judgments
(International Library of the Philosophy of Education Volume 9) F. Doyle James, 2010-02-25 The topics covered in this volume
originally published in 1973 include the need for a more adequate concept or definition of education the issue of whether
indoctrination is compatible with education particularly with moral education and the processes of judging the merits of
different approaches to aesthetic education Two contributors present complementary analyses of the relations between
freedom as a characteristic of institutions and the process of learning to be a free man There is discussion of the neglected
subject of rights and duties in education with special emphasis on the question of a universal right to education The volume
concludes with papers on the relevance of philosophy to the practical judgments of educators and to education as a field of
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