

Teaching Philosophy Samples

Below you'll find sample teaching philosophies from a variety of disciplines.

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-

Sample Teaching Philosophy: History (D. Rayson)

Studying history involves both student and instructor in interactive conversations about historical events created by the actions (or inactions) taken by both elite and non-elite people in the course of their daily lives. My role as the teacher is to enable students to obtain an historical context through which they can understand the motivations behind the decisions made by historical figures, critically evaluate those motivations, and assess the significance of the actions taken as they analyze the events themselves. More importantly, I want my students to understand, intellectually and emotionally, that their present lives are the result of these historical events, events created by imperfect beings very much like themselves who often did not completely understand the implications of nor foresaw the consequences which resulted from the actions they undertook.

I want all my students to understand that their present is the consequence of those historical events so that they are better prepared to act as conscious historical actors themselves once they leave my classroom. My goal is to show that the study of history is a creative process based upon the analysis of historical evidence which results in a "conversation" between the historian and the historical actors being studied. With my help, therefore, students begin to engage in their own historical conversations ó with myself, with the "past," and with each other, creating a process which enriches the understanding of past events for both teacher and student. As part of this process, it is also my task to ensure that this dialogue is conducted in an atmosphere of mutual respect and toleration of diverse opinions, an atmosphere "safe" enough so that candid discussion of often uncomfortable topics can take place. Finally, since history in general and U.S. history in particular is created by various individuals and groups operating from various cultural frameworks, beliefs and practices, it is crucial that history be presented within a multicultural framework.

I am a proponent of active learning and use a variety of methods to encourage discussion and interaction on the issues the course presents. One method that I frequently use in small classes is to assign students to come to class in the role of particular historical characters (a female slaveholder who favors secession, a southern unionist residing in the hills of western Virginia, a

Source : Center for Teaching and Learning, University of Minnesota

Samples Of Teaching Philosophy Papers

Ying-Ying Zheng



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