Welcome, Introductions & Goals

- Goals:
  - Articulate reasons for writing a teaching philosophy
  - Determine the most appropriate elements for inclusion in your personal 'philosophy'
  - Examine teaching philosophies for various qualities
  - Craft one segment of your personal philosophy
Other Considerations

- Audience
- Length
- Avoid generalizations

Activity
- Find Casciani (pp. 5-6) & Mandernach (pp. 6-7)
- Read through each philosophy statement
- What is the purpose of each philosophy statement?
- Which attributes/elements are most noticeable to you?
- Be prepared to discuss findings in table groups.
Considering Approaches

- Discipline Specific
  - Most commonly used in academia
  - Broader statements of general aims and ideas – focused more on your students themselves instead of what they’re learning in the classroom (may be better for clinical faculty or those in public policy)

Other Considerations

<table>
<thead>
<tr>
<th>Voice</th>
<th>Style</th>
<th>Reader</th>
<th>Avoid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost always first person</td>
<td>dependent on your personality and discipline</td>
<td>Remember that faculty outside of your discipline need to understand</td>
<td>Generalizations (&quot;All students learn best in discussions&quot;)</td>
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</tbody>
</table>
Activity

- Find statements: pp. 12 (Milner) & 15/16 (Sloane)
- Read through each philosophy statement

- What is the approach?
- What about the writing do you like in terms of:
  - Style
  - Voice
  - Level of specificity?

- Be prepared to discuss findings in table groups.

Your Teaching Philosophy

- Consider your:
  - Direction (summarize or reflect)
  - Attributes (values, goals, pedagogy, assessment, professional development)

- Select any aspect of your teaching philosophy to sketch out in the next few minutes

- When prompted, share your writing with your table mates
  - Make sure you write (or type) legibly enough for others to read
Wrapping Up

- Recommendations:
  - Make your statement ‘authentic’
    - Will a colleague recognize your voice?
    - Would a former student say “s/he nailed it”?
  - Prioritize
    - Identify the 3-4 most important points you want to make.
  - Don’t editorialize
    - Beware of ‘passion’ that leads to overgeneralizing

Note to Self

- Most important point(s) for me:
  - 
  - 
  - 

- My next step is

- By ______ I will have accomplished 
  - 
  -