

Chapter 1 : Introduction to Montessori Method | American Montessori Society

Description. Philosophical Documents in Education, 3/e, masterfully argues that students can better understand and practice their profession by reading, contemplating, and discussing the great philosophic tradition in education.

Furthermore, my overall teaching philosophy is based on two principles, which are supported extensively in the literature: All of my courses involve at least some WebCT components, giving students opportunities to download lecture note-taking guides and materials and further their knowledge of course content through engagement in complementary online activities e. Service-learning is a pedagogical approach that I use consistently with undergraduate students. This experiential learning tool allows students to apply their knowledge to real-world problems in community contexts and to complete structured reflections on the relationships between assignments, course objectives, and personal educational objectives. I feel it is important to include such activities in all of my classes since writing skills are critical for all speech-language clinicians and researchers. I also use undergraduate research as a teaching tool, since the research process allows students to apply classroom knowledge through scientific questions of specific interest. Overall Value of My Teaching Role in the University Setting One of the main reasons why I decided to pursue a career in academia was so that I would have the opportunity to work with future generations of speech-language pathologists and educators in an instructional capacity. I view teaching as central to all of my scholarly activities and regularly include Scholarship of Teaching and Learning SOTL in my strategic plan. These activities allow me to identify and disseminate instructional strategies to ensure that students learn about the cutting edge clinical interventions I research on a daily basis. Judith Ruland, Nursing My philosophy of teaching is based on a belief that learning needs to be student centered and that students need to be equal partners in the learning process. My role involves using my expertise to put the necessary resources in the hands of the students or more likely to be sure that my students are well equipped to find and evaluate the resources they need to answer their questions. Now that the majority of my teaching is in an online forum, I let students know that my role in the online classroom is to be a facilitator, not a provider of information. I create multiple discussion questions to keep the online discussion exciting and stimulating and to address the multiple backgrounds and interests of my adult learners. I provide a good deal of rigor in my undergraduate classes, but am right there to support them as they seek their answers and to encourage them to work together to get the most out of their learning. I always provide detailed descriptions of writing assignments and I provide samples so that they are able to see what a good finished product should look like. My students often wonder at first "where I am" in that I am not actively "running" a discussion. I share my analysis with the class as we end each module. To me the most important skills that I can help an undergraduate student develop are the skills of information fluency: Every course I teach is really seen through the lens of information processing skills needed to be effective in use of the best available evidence for practice. I am passionate about the use of writing to teach students to be more aware of their thinking and to be careful and reasoned in their acceptance of new information. If they leave me with a healthy skepticism of information and the skill to use technology to access better evidence, I will have accomplished my goal. Stephen Kuebler, Chemistry My teaching philosophy is that pedagogic activities should be guided by the principal: When students take this step, they can make striking progress and achieve academic success. I find that when I can convey my own enthusiasm for physical science, it is often contagious enough that students become engaged in learning. I try to help students transition from memorizing formulas to thinking critically about ideas and connecting concepts with everyday examples. I encourage students to tackle problems creatively, which helps them learn to think outside conventional boundaries and to seek the deeper meaning of a concept or finding. These skills have facilitated the greatest advances in science and also foster personal and intellectual fulfillment. I believe teaching is the most important service I provide to the Central Florida Community, because I am helping to educate a generation to function knowledgeably in a society where rapid technological advances constantly pose new questions and ethical challenges. I view teaching as inextricably linked with research scholarship. University education must go beyond simply passing on information. It should involve rigorous training in the

methods of developing, analyzing, and communicating new knowledge. Teaching should extend well beyond the lecture hall. For many students, the most powerful lessons are learned in informal discussions, working problems during office hours, and encountering science first-hand in the lab. I chose an academic career because I want to develop new knowledge through research, as well as contribute to my field and society by training top-rate students. There appears to be no single perfect method for teaching, and an important aspect of teaching seems to be identifying the approach, which works best for a given individual. While I believe my teaching has been successful, I also recognize that I have much to learn from my colleagues and students. I look forward to continuing teaching, research, and research training and learning from my students and peers along the way.

Tosha Dupras, Anthropology The goal of my teaching, and center of my teaching philosophy, is active learning. One of my ultimate objectives in teaching is to facilitate learning by helping students to gain the necessary skills to take control of and become active participants in their own learning. I truly believe that knowledge gained through active participation is knowledge that will stay with an individual. Thus my approach to teaching reflects this philosophy and I have developed and use many techniques that are designed to engage students in their own learning. I use many different teaching techniques to achieve my philosophy. Biological anthropology is a discipline in which many teaching techniques can be used, particularly hands-on activities. Throughout my tenure at UCF I have worked very hard to build our teaching collections so that all my courses may include an element of hands-on learning. One particularly innovated teaching method I have developed is a simulated crime scene in the Advanced Forensic Anthropology course in which the students have to apply their cumulated course knowledge. I also believe that students learn from participating in real world activities. Regardless of content, I also think that students should leave their courses with skills that they will use in their everyday lives. These basic skills include problem solving and critical thinking, research and writing proficiency, and effective communication ability. I have designed all of my courses to include components that impart these skills. All of my upper division courses require research for papers and presentation, and students must also participate in group work. These are skills that students can transfer into any career choice.

Jill Davis, Social Work I believe that to be most effective as an instructor, one must create a safe environment that is interactive and collaborative and that promotes problem-solving and critical thinking skills. A welcoming environment accommodates a variety of adult learning styles and encourages students to present their opinions while respecting the opinions of others. By giving students a voice in class, not only do the students benefit from peer-peer learning by enriching the course material with personal experiences and knowledge, but they also take responsibility for their own learning and, therefore, enhance the integration of their new knowledge into practice. Promoting independent thinking is essential so that students can take what they have learned and apply it in real-life situations. Therefore, I endeavor to make my classroom an arena for students to learn skills and demonstrate outcomes. To create a safe learning environment, I encourage students to ask questions and give their views on the material we are covering. I utilize small-group discussions both to actively involve the students in their own learning as well as to improve their critical thinking skills. In order to achieve the ultimate goal of student learning, I strive to implement strategies that create a collaborative and safe atmosphere and encourage the application of knowledge to new situations. I believe that these strategies help students become ready and able to utilize their knowledge in their studies and in their future employment.

Ruby Evans, Educational Research, Technology and Leadership Overview The constancy of change in contemporary teaching and learning environments behooves one to think critically about a teaching philosophy. In the 21st century, a new literacy has emerged—the ability to use appropriate technological tools in an Information society. For example, the personal computer and associated technological innovations, e. Alvin Toffler, futurist, and author of the classic *Future Shock*, puts it best, when he says: Faculty must critically examine and re-examine teaching philosophies, as the environments in which teaching and learning become increasingly diverse and varied. These principles, equally applicable to graduate instruction, provide an adequate conceptual framework for the goals of my teaching philosophy. Chickering and Gamson assert that good educational practice does the following:

Chapter 2 : Johnson & Reed, Philosophical Documents in Education, 4th Edition | Pearson

I bought this book used because the original price is too expensive. The selection of experts and the readings are varied, and relevant to learn about educational philosophies throughout (western) history and be able to build a reliable, strong list of references to quote from.

The enormous benefit of writing a teaching philosophy statement and submitting this job search document is still unknown to many educators. Use it to your job search advantage. The philosophy statement is growing in popularity and known as an added job search marketing document in the education sector. When you organize your teaching portfolio the statement is a vital component. Creating a quality, creative teaching philosophy of education can be difficult; getting started can be the hardest. My first piece of advice for writing this important document is to ensure it reflects who you are as an individual. Let your personality and passion for teaching and learning shine. An educational philosophy will help you to secure your first teaching job, a new position, tenure, or promotion. Make sure that it is clear, concise, and true to who you are as an educator. A well-written philosophy of education statement can set you apart from the competition and give you the earned advantage you need to receive a call after a teaching interview or secure a job offer. There are many types of philosophy statements including one related to educational digital leadership. The writing of the statement can vary, but most use a straightforward, narrative essay approach. More creative educators may use a poem format. Others may pose questions and then their responses. Communicating your values and beliefs of teaching in your philosophy of education statement to show passion. Define what teaching means? What style of instruction you use and why you feel it is effective? How do you wish to be remembered by your students? Why do you believe teaching is a valuable career? What do you do to help your students learn and develop as individuals? Was there a person who influenced your life and your career as a teacher, such as a mentor, a theorist, a researcher, or an author. How do you think learning occurs? What obstacles do students face and how you can help them to overcome these difficulties? What are your personal characteristics and approach to teaching and how do they impact the learning and development of your students? Additional Components of Writing a Teaching Philosophy Statement The writing of the statement must be reflective, personal, and exceptionally concise. You will be judged on grammar, spelling, and sentence structure, as well as on your thoughts about teaching. It is critical to have a well-organized, thoughtful, and error-free document, which gives a vivid picture of you as an educator. Using examples or metaphors may help when you are writing a teaching philosophy statement. Realize your statement will change over time to correspond to your developing and changing beliefs, values, views, and approach to teaching. For example, it will assist in defining classroom goals, increases emotional investment in their career and enhances awareness. It is a highly thought-provoking exercise, and you must be able to articulate clearly your goals and vision, as well as your road map to achievement.

Chapter 3 : Learning How to Learn: An Essay on the Philosophy of Education - D-Scholarship@Pitt

"Philosophical Documents in Education, 3/e, masterfully argues that students can better understand and practice their profession by reading, contemplating, and discussing the great philosophic tradition in education.

What is a Philosophy of Teaching Statement? A philosophy of teaching statement is a narrative that includes: Faculty and graduate teaching assistants are increasingly being asked to state their philosophy of teaching. This request may be in conjunction with the submission of a teaching portfolio for seeking academic positions, or as a regular component of the portfolio or dossier for promotion and tenure. Philosophy of teaching statements are also requested of candidates for teaching awards or grant applications. Why do teachers need to articulate their philosophy of teaching? What purposes does a philosophy of teaching serve? It has been recognized by many teachers that the process of identifying a personal philosophy of teaching and continuously examining, testifying, and verifying this philosophy through teaching can lead to change of teaching behaviors and ultimately foster professional and personal growth. In his book *The Skillful Teacher*, Stephen Brookfield points out that the development of a teaching philosophy can be used for several purposes: Knowing clearly what kind of dent you want to make in the world means that you must continually ask yourself the most fundamental evaluative questions of all – "What effect am I having on students and on their learning? A clear vision of a teaching philosophy provides stability, continuity, and long-term guidance. A well-defined philosophy can help them remain focused on their teaching goals and to appreciate the personal and professional rewards of teaching. There is no right or wrong way to write a philosophy statement, which is why it is so challenging for most people to write one. It is generally 1–2 pages in length. For some purposes, an extended description is appropriate, but length should suit the context. Use present tense, in most cases. Writing in first-person is most common and is the easiest for your audience to read. Most statements avoid technical terms and favor language and concepts that can be broadly appreciated. A general rule is that the statement should be written with the audience in mind. It may be helpful to have someone from your field read your statement and give you some guidance on any discipline-specific jargon and issues to include or exclude. It is not possible in many cases for your reader to come to your class to actually watch you teach. By including very specific examples of teaching strategies, assignments, discussions, etc. Help them to visualize what you do in the classroom and the exchange between you and your students. For example, can your readers picture in their minds the learning environment you create for your students? Make it memorable and unique. If you are submitting this document as part of a job application, remember that your readers on the search committee are seeing many of these documents. What is going to set you apart? What about you are they going to remember? Even in your own experience, you make choices as to the best teaching methods for different courses and content: Examples The following samples are written by winners of the Graduate Associate Teaching Award at OSU, and are examples of various formats you may choose to use.

Chapter 4 : Philosophical Documents in Education by Tony W. Johnson

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The Cycle of Opposites The first argument is based on the cyclical interchange by means of which every quality comes into being from its own opposite. Hot comes from cold and cold from hot: Similarly, people who are awake are just people who were asleep but then woke up, while people who are asleep are just people who were awake but then dozed off. But then, Plato argues by analogy, death must come from life and life from death. *Phaedo* 71c-d That is, people who are dead are just people who were alive but then experienced the transition we call dying, and people who are alive are just people who were among the dead but then experienced the transition we call being born. This suggests a perpetual recycling of human souls from the realm of the living to the realm of the dead and back. If this is an accurate image of reality, it would certainly follow that my soul will continue to exist after the death of my body. But it also supposes that my soul existed before the birth of my body as well. This may seem like an extravagant speculation, but Plato held that there is ample evidence of its truth in the course of ordinary human life and learning. **The Forms** As Socrates had proposed in the *Meno*, the most important varieties of human knowledge are really cases of recollection. Consider, for example, our knowledge of equality. We have no difficulty in deciding whether or not two people are perfectly equal in height. By this standard, all of the examples we perceive in ordinary life only approach, but never fully attain, perfect equality. But notice that since we realize the truth of this important qualification on our experience, we must somehow know for sure what true equality is, even though we have never seen it. Things of this sort are the Platonic Forms, abstract entities that exist independently of the sensible world. Ordinary objects are imperfect and changeable, but they faintly copy the perfect and immutable Forms. Since we really do have knowledge of these supra-sensible realities, knowledge that we cannot possibly have obtained through any bodily experience, Plato argued, it follows that this knowledge must be a form of recollection and that our souls must have been acquainted with the Forms prior to our births. **Immortality of the Soul** Use of the dialogue as a literary device made it easy for Plato not only to present his own position in the voice of Socrates but also to consider in the voices of other characters significant objections that might be raised against it. The philosopher cautiously investigates every possibility and examines every side of an issue, precisely because that increases the chances of arriving eventually at a correct account of reality. Thus, Simmias suggests that the relationship between the soul and the body may be like that between musical harmony and the strings of a lyre that produces it. In this case, even though the soul is significantly different from the body, it could not reasonably be expected to survive the utter destruction of that physical thing. This is an early statement of a view of human nature that would later come to be called epiphenomenalism. But Socrates replies that this analogy will not hold, since the soul exercises direct control over the motions of the body, as the harmony does not over those of the lyre. Cebes offers a more difficult objection: Even though I continue to exist longer than any single article of my clothing does, there will come a time when I die, and some of my clothes will probably continue to exist. In the same way, even if the argument from opposites has shown that the soul can in principle outlast the life of any particular human body, there might come a time when the soul itself ceases to exist. Even if there is life after death, Cebes suggests, the soul may not be truly immortal. In response to this criticism, Plato significantly revised the argument from opposites by incorporating an additional conception of the role of the Forms. Each Form, he now maintains, is the cause of all of every particular instance that bears its name: But then, since the soul is living, it must participate in the Form of Life, and thus it cannot ever die. *Phaedo* d The soul is perfectly and certainly imperishable, not only for this life, but forever. Despite the apparent force of these logical arguments, Plato chose to conclude the *Phaedo* by supplementing them with a mythical image of life after death. This concrete picture of the existence of a world beyond our own is imagined, not reasoned, so it cannot promise to deliver the same perfect representation of the truth. But if we are not fully convinced by the certainty of rational arguments, we may yet take some comfort from the suggestions of a pleasant story.

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