

My Philosophy of Teaching and Learning

Amber Hussain Sayani

School of Nursing and Midwifery Karachi, Aga Khan University, Karachi, Pakistan

Email: amber.hussain.mn14@student.aku.edu

Received 10 November 2015; accepted 25 November 2015; published 1 December 2015

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Abstract

The journey of teaching and learning is continuous and lifelong. It is not only limited to what we learn in classroom settings but it is beyond that level. In this educational journey, teacher possesses a major role in building student's personality. By knowing that each learner has different strengths with different learning needs, it is the responsibility of a teacher to facilitate student in gaining knowledge, skills, and critical thinking by implementing various innovative strategies. Moreover, the positive and conducive environment along with teachers support creates a good milieu for student's lifelong learning. This paper addresses my teaching and learning philosophy under the perspective of student, teacher, learning environment, and teaching learning process.

Keywords

Philosophy, Teacher, Learner, Environment, Teaching Learning Process

Subject Areas: Education, Philosophy

1. Introduction

Philosophy is a determinant of what one thinks, values or believes. Every individual has its own distinct learning philosophy, but to learn one's philosophy is not easy. It requires a persistent reflection and a lot of work to reach and dig out the inner thoughts. My teaching and learning philosophy has emerged from values that are learnt from several exposures and life experiences i.e., from my parents, my teachers, and from my own experience of working as an instructor. In this paper, I am presenting my educational philosophy with the context of teachers, learners, teaching learning process and the learning environment.

As per my educational philosophy, learning is a life long journey that can never be separated from an individual's life. The role of teacher in learner's life is to foster motivation and build insight among students by becoming a role model for them. Their role is to assist and facilitate students in acquiring knowledge and skills. Along with this, a positive and secured academic learning environment is very essential so that students feel

Re Thinking American Education A Philosophy Of Teaching And Learning

**Nicholas H. Farnham, Adam
Yarmolinsky**



Re Thinking American Education A Philosophy Of Teaching And Learning:

Re-thinking American Education Jesse Glenn Gray,1984 **Rethinking Science Education** Roland M.

Schulz,2014-08-01 This book presents a philosophy of science education as a research field as well as its value for curriculum instruction and teacher pedagogy It seeks to re think science education as an educational endeavour by examining why past reform efforts have been only partially successful including why the fundamental goal of achieving scientific literacy after several reform waves has proven to be so elusive The identity of such a philosophy is first defined in relation to the fields of philosophy philosophy of science and philosophy of education It argues that educational theory can support teacher s pedagogical content knowledge and that history philosophy and sociology of science should inform and influence pedagogy Some case studies are provided which examine the nature of science and the nature of language to illustrate why and how a philosophy of science education contributes to science education reform It seeks to contribute in general to the improvement of curriculum design and science teacher education The perspective to be taken on board is that to teach science is to have a philosophical frame of mind about the subject about education about one s personal teacher identity **Rethinking Liberal**

Education Nicholas H. Farnham,Adam Yarmolinsky,1996-01-11 Liberal education has always had its share of theorists believers and detractors both inside and outside the academy The best of these have been responsible for the development of the concept and of its changing tradition Drawn from a symposium jointly sponsored by the Educational Leadership program and the American Council of Learned Societies this work looks at the requirements of liberal education for the next century and the strategies for getting there With contributions from Leon Botstein Ernest Boyer Howard Gardner Stanley Katz Bruce Kimball Peter Lyman Susan Resneck Pierce Adam Yarmolinsky and Frank Wong Rethinking Liberal Education proposes better ways of connecting the curriculum and organization of liberal arts colleges with today s challenging economic and social realities The authors push for greater flexibility in the organizational structure of academic departments and argue that faculty should play a greater role in the hard discussions that shape their institutions Through the implementation of interdisciplinary and collaborative approaches to learning along with better integration of the curriculum with the professional and vocational aspects of the institution this work proposes to restore vitality to the curriculum The concept of rethinking liberal education does not mean the same thing to every educator To one it may mean a strategic shift in requirements to another the reformulation of the underlying philosophy to meet changing times Any significant reform in education needs careful thought and discussion Rethinking Liberal Education makes a substantial contribution to such debates It will be of interest to scholars and students administrators and anyone concerned with the issues of modern education Rethinking Teaching in Higher Education Alenoush Saroyan,Cheryl Amundsen,2023-07-03 This book is intended for faculty and faculty developers as well as for deans chairs and directors responsible for promoting teaching and learning in higher education Intentionally non technical it engages readers reflectively with a process for developing

teaching and details the planning necessary to apply this process to teaching within disciplines The book centers on McGill University's week long Course Design and Teaching Workshop that the contributors have offered together for more than ten years It follows the five day format of the workshop covering the analysis of course content conceptions of learning the selection of appropriate teaching strategies the evaluation of student learning and evaluation of teaching in a way that reflects the spontaneity of the debates it has engendered and the workshop's evolutionary changes The structure shows faculty members conceptualizing new courses or re-examining their teaching of existing courses and translating the insights gained from the workshop to specific disciplinary content and learning outcomes In addition four previous participants of the workshop write about its influence on their personal thinking about the practice of teaching The final two chapters describe the structure and evolving role of McGill's Centre for University Teaching and Learning The authors describe its objectives in fostering an evidence based teaching culture and providing a practical support structure with limited resources They highlight achievements in disseminating teaching expertise across their campus and their vision for the future role of faculty development This book provides faculty developers and administrators with valuable non prescriptive models and challenging ideas that promote faculty development in general and university teaching in particular It engages faculty members in the process of course design in a way that is learning centered and can lead to deep student learning

Working Adolescents: Rethinking Education For and On the Job Mary Ann Maslak, 2022-03-12 This book offers a new approach to workforce education for youth It provides meaningful and essential insight into educational systems and practices through cases of vocational and technical education in the People's Republic of China the Republic of Italy and the United States of America The cases describe the history of the multi faceted vocational systems and provide in doing so a springboard for this new work A conceptual framework comprised of the cognitive psychological and social building blocks of individual development explains the multifaceted dimensions of youth that contribute to the policies and practices of traditional adolescent educational models The framework extends that base by drawing on a multidisciplinary collection of research from both sociology and business to create a new transdisciplinary model for educational practice It highlights the important but often under studied relationship between educational institutions and workplaces The book culminates in an original model Community Works which advances both formal and non formal educational programming and curricula The model details a practical program for youth including roles and responsibilities of all stakeholders and a curricular map information on lesson planning varieties of instructional strategies and tools for assessment and evaluation for professionals

Rethinking Intelligence Joe L. Kincheloe, Shirley R. Steinberg, Leila Villaverde, 2013-08-21 Arguing that a comprehensive theoretical overhaul of mainstream educational psychology is long overdue Rethinking Intelligence suggests criteria upon which new models can be developed The contributors reconceptualize educational psychology through a democratic vision of inclusivity that takes into account the culturally inscribed nature of research They offer a theoretical and historical critique of how

intelligence is measured in ways that exclude or ignore other criteria By doing so they hope to encourage educators and researchers to imagine new forms of intelligence education and life

Rethinking Music Education and Social Change Alexandra Kertz-Welzel, 2022 The arts and particularly music are well known agents for social change They can empower transform or question They can be a mirror of society's current state and a means of transformation They are often the last refuge when all attempts at social change have failed But are the arts able to live up to these expectations Can music education cause social change Rethinking Music Education and Social Change offers timely answers to these questions It presents an imaginative yet critical approach At once optimistic and realistic the book assesses music education's relation to social change and offers a new vision for music education as utopian theory and practice As an important topic in sociology and political science utopia offers a new tradition of thinking and a scholarly foundation for music education's relation to social change

Rethinking Languages Education Ruth Arber, Michiko Weinmann, Jill Blackmore, 2020-11-26 Rethinking Languages Education assembles innovative research from experts in the fields of sociocultural theory applied linguistics and education The contributors interrogate innovative and recent thinking and broach controversies about the theoretical and practical considerations that underpin the implementation of effective Languages pedagogy in twenty first century classrooms Crucially Rethinking Languages Education explores established understandings about language culture and education to provide a more comprehensive and flexible understanding of Languages education that responds to local classrooms impacted by global and transnational change and the politics of language culture and identity Rethinking Languages Education focuses on questions about ways that we can develop farsighted and successful Languages education for diverse students in globalised contexts The response to these questions is multi layered and takes into account the complex interactions between policy curriculum and practice as well as their contention and implementation In doing so this book addresses and integrates innovative perspectives of contemporary theory and pedagogy for Languages TESOL and EAL D education It includes diverse discussions around practice and addresses issues of the dominance of prestige Languages programs for minority and heritage languages as well as discussing controversies about the current provision of English and Languages programs around the world

Rethinking Education in the Age of Technology Allan Collins, Richard Halverson, 2018 The digital revolution in education is well under way with more and more learners plugged into the online world How can schools make the most of both the technology and the learning potential of today's born digital students In this new edition of their groundbreaking book Collins and Halverson argue that new technologies have transformed our workplaces our lives and our culture and it is time we take the next step to transform learning in and out of schools The authors show how over time public schooling was so successful that it became synonymous with education But new technologies risk making schools obsolete and this book explains why and how today's educators policymakers and communities must adapt to provide all learners with access to the new learning tools of the 21st century Allan Collins and

Richard Halverson are not by any means arguing that teachers or schools should go away Rather they are saying that they should open their doors and windows connect to other real and virtual places be crucial tour guides and send their children on flights of fancy through our modern memory palaces From the Foreword by James Paul Gee Arizona State University The most convincing account I ve read about how education will change in the decades ahead the authors analyses are impressive fair minded and useful Howard Gardner Harvard Graduate School of Education from first edition

Rethinking School-University Partnerships Prentice T. Chandler, Lisa Barron, 2021-05-01 Rethinking School University Partnerships A New Way Forward provides educational leaders in K 12 schools and colleges of education with insight advice and direction into the task of creating partnerships In current times colleges of education and local school districts need each other like never before School districts struggle with pipeline recruitment and retention issues Colleges of education face declining enrollment and a shifting educational landscape that fundamentally changes the way that teachers are trained and what local school districts expect their teachers to be able to do It is with these overlapping constraints and converging interests that partnerships emerge as a foundational strategy for strengthening the education of our teachers With nearly 80 contributors from 16 states and Jamaica representing 39 educational institutions the partnerships described in this book are different from the ways in which colleges of education and school districts have traditionally worked with one another In the past these loose relationships centered primarily on student teaching and or field experience placements In this arrangement the relationship was directed towards ensuring that the local schools were amenable to hosting students from the college of education so that the student candidate could complete the requirements to earn a teaching license In our view this paradigm needs to be enlarged and shifted

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