

My Philosophy of Teaching and Learning

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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

SJ Ball



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 the**

History of American Education W. Reese,J. Rury,2007-12-25 This collection of original essays examines the history of American education as it has developed as a field since the 1970s and moves into a post revisionist era and looks forward to possible new directions for the future Contributors take a comprehensive approach beginning with colonial education and spanning to modern day while also looking at various aspects of education from higher education to curriculum to the manifestation of social inequality in education The essays speak to historians educational researchers policy makers and others seeking fresh perspectives on questions related to the historical development of schooling in the United States

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 *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 **Heidegger in America** Martin Woessner,2010-12-20 Heidegger in America explores the surprising legacy of his life and thought in the United States of America As a critic of modern life Heidegger often lamented the growing global influence of all things American However it was precisely in America where his thought inspired the work of generations of thinkers not only philosophers but also theologians architects novelists and even pundits As a result the reception and dissemination of Heidegger s philosophical writings transformed the intellectual and cultural history of the United States at a time when American influence was itself transforming the world A case study in the complex and sometimes contradictory process of transnational exchange Heidegger in America recasts the scope and methods of contemporary intellectual and cultural history in the age of globalization challenging what we think we know about Heidegger and American ideas simultaneously Rethinking Teacher Education Anne Edwards,Peter Gilroy,David

Hartley, 2005-07-08 Rethinking Teacher Education is a thorough and critical analysis of the ambivalences and uncertainties that face those in teacher education. The authors draw on their different experiences of teacher education to try to make sense of current practices and where they might lead. The book analyzes past and present constructions of teacher education and offers insights into how a re-evaluation might address teachers' positions in relation to knowledge, learners, economic demands, and democratic values. The issues addressed include political and economic uncertainty and teacher education, philosophical uncertainty and teacher education, modernist policy solutions, psychology, an agent of modernity in teacher education, sociocultural and other collaborative responses to uncertainty. The book will be of interest to all those involved in teacher education, including sociologists, psychologists, and philosophers of education. 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, 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

Rethinking Educational Theory Rupert Wegerif, 2025-02-12 The theory of education as expanding dialogue outlined in this insightful book shows how education can be designed to support the collective intelligence and global citizenship we need in response to the challenges of the Anthropocene and the rise of AI

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 21st Century Diversity in Teacher Preparation, K-12 Education, and School Policy Suniti Sharma, Althier M. Lazar, 2019-01-14 This book offers educators new understandings of 21st century diversity emerging from contemporary national events within the U S global movements and changes in the world political order that have long lasting impact on local education and call for rethinking traditional generalizations and empirical prescriptions for inclusivity in teaching and learning The book expands the literature on teacher preparation and intercultural education by providing the educational community with critical perspectives theoretical approaches and research methodologies for educational inquiry responsive to diversity Driven by changes in classroom diversity this book offers educators researchers and policy makers a language for articulating complex differences in educational reform policy and practice

Rethinking Sexual Identity in Education Susan Birden, 2005 Rethinking Sexual Identity in Education responds to the wide spread abuse of lesbian gay bisexual transgender and questioning persons LGBTQs in diverse educational environments by utilizing published narratives of LGBTQs educational experiences Conceptualizing a praxis for LGBTQ allies to use in teaching and learning about sexual identity in ways that can transform educational practices and

policies this work bridges gaps between theory and practice liberal and postmodern thought invention and intervention Visit our website for sample chapters

Rethinking the Way We Teach Science Louis Rosenblatt, 2011-03-17 Offering a fresh take on inquiry this book draws on current research and theory in science education literacy and educational psychology as well as the history and philosophy of science to make its case for transforming the way science is taught *Rethinking the Way We Teach Science* addresses major themes in national reform documents and movements how to place students at the center of what happens in the classroom how to shift the focus from giving answers to building arguments how to move beyond narrow disciplinary boundaries to integrated explorations of ideas and issues that connect directly with students and most especially the importance of engaging students in discussions of an interactive and explanatory character Deeply anchored in the classroom highly interactive and relevant across grade levels and subject matter above all this is a book about choosing to place the authority of reason over that of right answers

Rethinking Technology in Schools Primer Vanessa Elaine Domine, 2009 Among the many challenges facing public schooling in the United States is the often irrelevant usage of technology in the classroom in ways that support the textbook and computer industries more than student learning and achievement This primer reframes the longstanding debate about instructional technology in school classrooms and challenges the reader to think more critically and conscientiously about the fundamental communication and technological processes that mediate learning and ultimately define education The primer offers educators at all levels a three dimensional map for exploring the philosophical pedagogical and practical uses of technology to serve rather than subvert the public purposes of education in a democracy

Rethinking Secondary Education Scherto Gill, Garrett Thomson, 2014-01-14 This is a timely accessible and engaging book of considerable intellectual stature bold imagination and practical wisdom Not only does it develop penetrating elegant analyses of what is wrong with current state controlled and alternative approaches to contemporary education it also offers imaginative practical suggestions for a more fulfilling human centred alternative Professor Michael Fielding Institute of Education University of London UK With great sensitivity and force and in wonderfully clear prose Scherto Gill and Garrett Thomson explore some fundamental questions about what we want from our education system and what we can expect from it It is highly recommended for all who are interested in education whether from a more theoretical point of view or from a more practical point of view Professor Adrian W Moore Faculty of Philosophy University of Oxford UK Could we have a system of secondary education that provides alternatives to the current mainstream schooling and its emphasis on exams learning outcomes and the delivery of a fixed curriculum How could such a system focus on both human and educational values How could secondary education combine the personal development of students with good academic standards In response to these questions Gill and Thomson have written a new cutting edge text aimed at all those involved in the study of education or teacher training *Rethinking Secondary Education* explores debates and critiques new and alternative approaches to teaching young people today The book discusses a human centred approach to curriculum

pedagogy assessment and the culture of schools and colleges It is grounded in theory and empirical research discussing the need for a curriculum for the future bridging a gap between mainstream and alternative education It also offers practical guidance on how these ideas can be put into practice making it an ideal resource for trainee teachers experienced practitioners and students of education alike Key features of the text A balanced approach comparing and contrasting both traditional and alternative approaches to education Strong grounding in theory and research The inclusion of young people s perspectives and voices on their education and on being an adolescent Links to practice showing how the theory and research can actually be put into practice to bring about change *Rethinking Schooling* Ian Westbury, Geoff Milburn, 2006-11-22 Book Cover Half Title Series Title Title Copyright Contents Contributors Acknowledgements Introduction Rethinking schooling twenty five years of the Journal of Curriculum Studies Part I Thinking about schools and the curriculum 1 Strange curricula Origins and development of the institutional categories of schooling 2 Adam Smith and the moral economy of the classroom system 3 The lesson as a pedagogic text A case study of lesson designs Part II Thinking about pedagogy **Rethinking Value-Added Models in Education** Audrey Amrein-Beardsley, 2014-04-24 Since passage of the of No Child Left Behind Act in 2001 academic researchers econometricians and statisticians have been exploring various analytical methods of documenting students academic progress over time Known as value added models VAMs these methods are meant to measure the value a teacher or school adds to student learning from one year to the next To date however there is very little evidence to support the trustworthiness of these models What is becoming increasingly evident yet often ignored mainly by policymakers is that VAMs are 1 unreliable 2 invalid 3 nontransparent 4 unfair 5 fraught with measurement errors and 6 being inappropriately used to make consequential decisions regarding such things as teacher pay retention and termination Unfortunately their unintended consequences are not fully recognized at this point either Given such the timeliness of this well researched and thoughtful book cannot be overstated This book sheds important light on the debate surrounding VAMs and thereby offers states and practitioners a highly important resource from which they can move forward in more research based ways **Resources in Education** , 1998

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