
STATEMENT OF TEACHING PHILOSOPHY

A major component of my professional practice includes information literacy instruction – whether it is delivered through formal or informal means, in the classroom or online, or as part of conversations with faculty about how to integrate IL into their own teaching. In this context of teaching and learning, I attempt to integrate, and reflect, the following values:

Information literacy is an academic literacy. Information literacy is part of a broader system of academic literacies – student learning does not start and stop with library resources. The development of information literacy requires librarians to recognise the interconnectedness of information literacy with related learning around academic reading and writing, critical thinking skills, and digital literacies. This relationship must also be reflected in our approach to teaching. In my teaching, I approach research as process that is iterative, organic, messy, and requiring a variety of interdisciplinary skills, like effective academic reading skills, critical thinking around how information is organised in order to access it effectively, effective writing skills, digital literacy, and understanding academic conventions like citation and academic language.

Striking a balance between bibliographic instruction and critical information literacy. Students need bibliographic instruction to undertake their assignments. Knowing how to use specific tools, key library procedures, and the mechanics of finding research materials is part of building effective research skills. However this must be balanced with critical understandings of how information is produced and organised, and how to use information in an empowering, participatory way. By speaking to larger, more complex issues beyond “point and click” instruction, I believe librarians can help students develop the agency to engage in discussions and critical assessments around how knowledge is produced, and to become participatory creators of the production of new knowledge.

Using online learning effectively. Leveraging web-based tools like screencasting technologies, learning management systems or LibGuides, help students learn research skills in a mode that is at their point of need (online), asynchronously (anytime, anywhere) and in a scalable medium (any number of students, any number of times). Well-designed eLearning tools that integrate multimodal learning, flexible learning paths, or interactivity, can greatly enhance student learning beyond the classroom, particularly in the areas of skills-based learning. And as distance education programs proliferate, eLearning tools are critical to ensuring that virtual classrooms are effectively supported by the library. I am committed to understanding principles of instructional design, usability, and online learning to help enhance student learning in the virtual environment.

Engage students. As the gamification movement has illustrated, engagement is critical to placing students at the centre of the teaching process and ensures more effective learning. To this end, I like to be personable, funny, and dynamic, to help students feel comfortable in the class. I integrate tools of active learning, ranging from eLearning technologies to in-class group work to create a learning experience that is dynamic and memorable. These methods allow students to interact with the course content and pursue inquiry of their research topics in an open and authentic way. They work both collaboratively and independently to develop skills in synthesis of research questions, critical assessment of information sources, effective search strategies, and other aspects of information literacy.

Continually assess teaching. Assessment and evaluation are essential for an instructor’s on-going professional development. I employ in-class assessment throughout sessions to identify potential gaps between what is being taught and what students have learned. I also integrate assessment into eLearning tools to ensure students are on track. Evaluations from students provide critical feedback that allows me to reflect on ways to improve my teaching methodologies. They afford key insights from students that help me better execute student-centred instruction that provides appropriate challenges in the classroom.

Philosophy Of Teaching Papers

**Steven M. Cahn, Alexandra
Bradner, Andrew P. Mills**



Philosophy Of Teaching Papers:

Essays in the Philosophy of Education Celeste Ordas-Botor, 1995 *They Even Paid Me for Teaching* Gordon Hans Flammer, 1998 Philosophers in the Classroom Steven M. Cahn, Alexandra Bradner, Andrew P. Mills, 2018-09-15 In these essays 24 of our most celebrated professors of philosophy address the problem of how to teach philosophy today how to make philosophy interesting and relevant how to bring classic texts to life how to serve all students and how to align philosophy with more practical pursuits Selected and introduced by three leaders in the world of philosophical education the insights contained in this inspiring collection illuminate the challenges and possibilities of teaching the academy's oldest discipline

A Companion to Wittgenstein on Education Michael A. Peters, Jeff Stickney, 2017-05-03 This book bringing together contributions by forty five authors from fourteen countries represents mostly new material from both emerging and seasoned scholars in the field of philosophy of education Topics range widely both within and across the four parts of the book Wittgenstein's biography and style as an educator and philosopher illustrating the pedagogical dimensions of his early and late philosophy Wittgenstein's thought and methods in relation to other philosophers such as Cavell Dewey Foucault Hegel and the Buddha contrasting investigations of training in relation to initiation into forms of life emotions mathematics and the arts dance poetry film and drama including questions from theory of mind nativism vs initiation into social practices neuroscience primate studies constructivism and relativity and the role of Wittgenstein's philosophy in religious studies and moral philosophy as well as their profound impact on his own life This collection explores Wittgenstein not so much as a philosopher who provides a method for teaching or analyzing educational concepts but rather as one who approaches philosophical questions from a pedagogical point of view Wittgenstein's philosophy is essentially pedagogical he provides pictures drawings analogies similes jokes equations dialogues with himself questions and wrong answers experiments and so on as a means of shifting our thinking or of helping us escape the pictures that hold us captive **Teaching Philosophy**

Steven M. Cahn, 2018-03-09 Some students find philosophy engrossing others are merely bewildered How can professors meet the challenge of teaching introductory level philosophy so that their students regardless of initial incentive or skill come to understand and even enjoy the subject For nearly a decade renowned philosopher and teacher Steven M Cahn offered doctoral students a fourteen week credit bearing course to prepare them to teach undergraduates At schools where these instructors were appointed department chairs reported a dramatic increase in student interest In this book Cahn captures the essence of that course Yet many of the topics he discusses concern all faculty regardless of subject a teacher's responsibilities the keys to effective instruction the proper approach to term papers examinations and grades and suggestions for how administrators should demonstrate that they take teaching seriously Such matters are covered in the first seven chapters and in the final fourteenth chapter The intermediate six chapters focus on teaching introductory philosophy and in particular on critical thinking free will philosophy of religion ethics and political philosophy Cahn's writing

is lucid and lively using vivid examples and avoiding educational jargon In sum this book is not only a guide on how to inspire students but also an inspiration for teachers themselves Resources in Education ,2000-10 Papers in Honor of Josiah

Royce on His Sixtieth Birthday ,1916 **APAIS 1992: Australian public affairs information service** , *A Subject Index to Current Literature* Australian Public Affairs Information Service, *"The" Browning Society's Papers* ,1881

Teaching Abroad ,1958 *Regents' Bulletin* ,1900 **Proceedings of the ... Annual Convention** Middle States Association of Colleges and Secondary Schools,1898 Proceedings of the Annual Convention of the Association of Colleges and Secondary Schools of the Middle States and Maryland Middle States Association of Colleges and Secondary

Schools,1898 **Annual Report of the Regents** University of the State of New York,1901 No 104 117 contain also the Regents bulletins **Documents of the Senate of the State of New York** New York (State). Legislature. Senate,1901

Proceedings of the ... Annual Convention of the Association of Colleges and Preparatory Schools in the Middle States and Maryland Middle States Association of Colleges and Secondary Schools,1898 **A Collection of the Public Papers and**

Addresses, 1886-1892 Andrew Sloan Draper,1892 **APAIS 1991: Australian public affairs information service** ,

How to Find Out About Canada G. Chandler,H. C. Campbell,2014-05-16 How to Find Out About Canada presents the various aspects of the social and political structure in Canada This book examines the literature arts and science economy and educational system in the country Comprised of 15 chapters this book starts with an overview of the Canadian government publishing and several periodical publications This text then describes the religious development of the nation encompassing all primary denominations and their intimate relationship to economic and political life Other chapters consider the various studies in the political and social fields that are carried on by governments labor unions industry cooperatives and the various Canadian political parties This book discusses as well the degree of standardization and equality of educational opportunity for children in all parts of Canada The final chapter deals with the various documents relating to the history of Canada This book is a valuable resource for students teachers and readers whose interests span a variety of fields

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