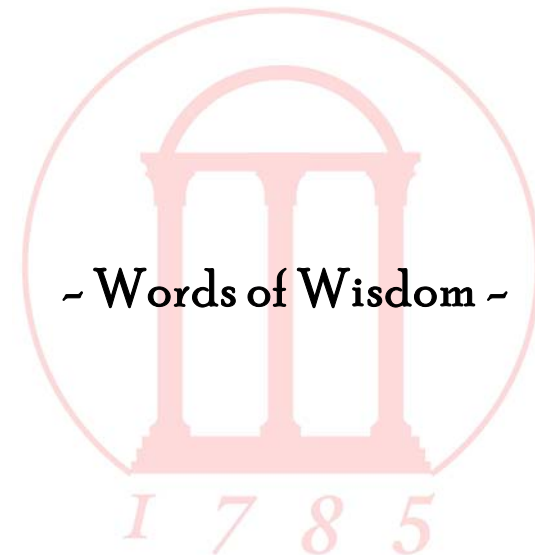


In English, as in all other academic disciplines, a teacher's most essential objective is to foster and to help students develop critical thinking skills. I believe the English curriculum, with its emphasis on critical reading and writing, is particularly crucial to the development of such skills. I see my primary task as a college English instructor as twofold: to provide a supportive environment in which my students can practice and refine their skills as critical writers, and to provide opportunities for my students to practice and develop their critical reading skills. I also help students develop research, technical, and oral communications skills, but perhaps my most important task, and most challenging task, is making my students aware of the diverse and complicated world around them and of the art it contains. *-Paul Quick*

First and foremost, I believe that a teacher's passion for learning is contagious, and that students will engage in learning opportunities in direct proportion to the energy and enthusiasm I convey. A goal that I set for myself in each and every class is for students to think, *"There isn't anything Dr. Reeves would rather be doing or any place she would rather be than here with us."* Students are astute observers, easily able to discern the authentic from the inauthentic. My passion for teaching is genuine and when I share this part of myself with students, they respond in kind. I believe that as teacher, I have a duty to students, to colleagues, to UGA, and to myself. This duty requires that I never stop learning and that I endeavor to support others in their quest to be better teachers as well. *-Patricia Reeves*

UGA Teaching Academy

Class of 2010



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By combining teaching techniques I am better able to provoke students, enticing them to creatively confront the course material. This kind of learning is important to me because I hold the view that the purpose of a liberal arts education is not only to expose students a variety of ideas - though this is clearly important but also to help foster in them the kind of thinking necessary for intelligent participation in our political system. . . . The goal is not necessarily the concepts I offer in my classes; though I of course hope that they are relevant to understanding international politics. Rather, the point is to habituate students to the practice of critical thinking, and to help them become meaningful participants in a democratic society. - *Jeffrey Berejikian*

My role as a teacher is to support and mentor the student during their college experience. Developing the student as a person is more important to me than creating a walking textbook. Process skills, such as critical thinking, writing, and problem solving are more important than facts. I try to nurture their intellectual curiosity and encourage them to live ethical lives. It is not that horticulture knowledge is not important . . . I believe lifelong skills, such as teamwork, ethics, and social commitment go hand in hand with a productive career. - *David Berle*

I don't adhere to a specific "philosophy" of teaching - rather I am guided by a few basic principles and various techniques that, over the years, I have found to be effective. . . . Perhaps the most important principle is to treat students with respect. Students come to the university to learn, to grow, to be trained to be professionals. . . . Our job as instructors is to help them to reach their potential. . . . give students a chance to talk, discuss, wonder, stumble, try out new ideas and perspectives. Ask questions; facilitate discussion. . . . I believe students learn more from guided discussion. I try to resist the temptation to lecture when the students don't engage in discussion. To paraphrase the *Tao te Ching*: "when you speak, they are silent; when you are silent, they speak." - *Paul-Henri Gurian*

In an age with abundant technology in the classroom, it is easy to get distracted by the tools and lose sight of the most fundamental things our students need from us: Engaging their critical thinking, stimulating their love of learning, enhancing their self reliance and problem solving skills among other things. I strive to nurture these qualities in my students and to avoid slipping into a passive mode of teaching. . . . Teaching is a privilege and an amazing opportunity to touch the lives of so many. For me, it has been and continues to be the most profound and meaningful source of satisfaction and intellectual growth and I will continuously strive to do my best for my students. - *Takoi Hamrita*

The primary philosophy guiding my pedagogy is *maintaining a commitment to creating a learning community in the classroom where every voice is valued and heard along the journey toward understanding*. In addition to using a variety of pedagogical tools to educate students about communication within interpersonal and interracial (multi-cultural) relationships, I remain mindful of the primary objective of my courses, which is to inspire and motivate students to seize the opportunities for learning that await them in the classroom. - *Tina Harris*

My first memory of teaching was when I was a young girl of 8 or 9. We had a small playhouse that was easily converted into a schoolhouse - perfect for me as teacher with my two younger sisters and a mix of stuffed animals as learners. Those days of "playing teacher" truly were a foreshadowing of my career in education. . . . I have a non-positivistic, qualitative orientation to the world. In the classroom that translates for me into a constructivist orientation to teaching. . . . I believe in maintaining a focus on the learner. I strive to create an environment that will empower the learner. I work to create a safe and productive learning environment where thoughts and ideas can be shared openly and without fear of being shutdown. Learners have a lot of freedom, but they also have a lot for responsibility to assist and guide the learning process. - *Janette Hill*