

The classroom is often humbling. I am not referring to the potential for anonymous, scathing criticism of one's teaching performance, but of the critical importance of the responsibility. I am reminded each semester of my responsibility to facilitate transformation of students as I have been transformed and mentored by my teachers.

Georgia Strange

Students learn best when they are treated as active participants in the learning process. . . It is our duty as instructors to broaden a student's perspective of the world and make them aware of the possibilities in front of them. A significant part of a university education is to put students out of their "comfort zone".

Bill Vencill

Good teaching is not the monologist's art. Good teaching, that is, is not simply giving dictation. It is, instead, the exchange of information, insight, and energy between teacher and student.

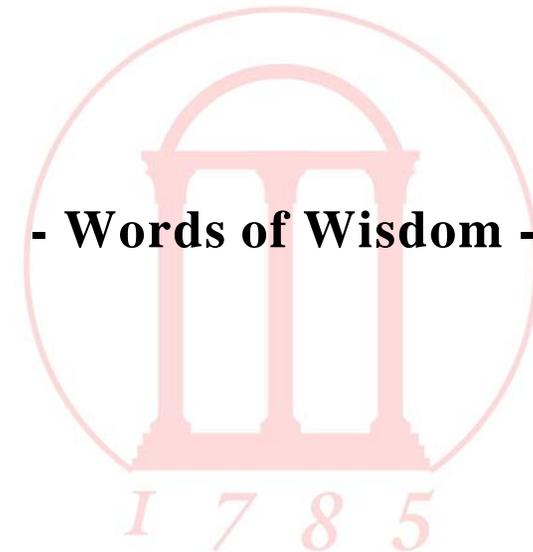
Kirk Willis

While my responsibility to my students is both sobering and uplifting, I realize that in teaching my students I'm taught myself. I've learned that I don't have to teach every student everything I know. I've developed the ability to design each teaching interaction to match the needs of the students I'm engaging.

Amelia Woolums

UGA Teaching Academy

Class of 2012



November 5, 2012

My main goals in teaching are to create an environment where the students want to learn, to give the students the tools needed to meet the challenges I give them, and to promote long-term interest in learning. *Mary Bedell*

My work as a teacher feeds, and is fed by, my work as an artist. I consider each classroom encounter a creative collaboration of an ensemble in which, as professor, I am also the leader, a collaborator and a witness. Being able to fill those roles on a daily basis fills me with a profound joy. *George Contini*

First, good teaching is a craft not a gift. . . . Teaching is a collaborative enterprise and our most eager collaborators are right in front of us, every time we enter a classroom. When I walk into class I try to do so with a sense that the unusual, the unknown, and the unexpected are waiting to be discovered. *William Finlay*

In summary, when I look at students who have been placed in my charge, I see the faces and lives of my wife and my children in the context of some very challenging issues that await them. While I may stumble at times, this perspective will always keep me grounded and be my true compass. *David Gattie*

I say that a good teacher purposely makes herself obsolete and unnecessary. When my students can gather, analyze and use information without my help, when they have learned to see their life as a great learning opportunity, when they do not need me to integrate their life with their career, and when they know they are successful without having me give them a score as a measure of their success, then I am no longer necessary. *DeLoris Wenzel Hesse*

My teaching philosophy is founded on three tenets, namely keeping up to date, making learning enjoyable and leveraging technology to its fullest in and out of the classroom. Collectively, these three areas shape who I am and what I do. I enjoy learning, am unafraid of finding myself out of my comfort zone and love seeing what people with other skill sets are able to bring to a common area of focus. *Jim Moore*

I am an educator. I am passionate and dedicated to quality teaching in the food and agricultural sciences. I view teaching as a means to improve both the lives of my students, and the lives of all who they influence. This 'multiplier effect,' the albeit indirect opportunity to improve so many lives, motivated me to pursue teaching as a profession and continually drives me to greater efforts. *Maria Navarro*

Where is my instructional philosophy now? I would like my students to find my subject as fascinating as I do. I would like them to realize that questions are more important than answers. I would like them to have the opportunity to fail and try again. I would like them to be the drivers of their own education out of desire rather than necessity. *Andrew Parks*

Overall, believe that teaching has to be a dynamic and interactive process. I learn how to improve my teaching from my colleagues and my students. I learn from articles on teaching in academic journals and in the popular press. I learn every time I walk out of the classroom and reflect on how that lecture went. And I know that I'm awfully lucky to have a career that includes such a rewarding and fun activity as a key component. *Annette Poulsen*

My teaching philosophy is based on the belief that all students have something valuable to contribute to the classroom experience. . . . my major objective is to inspire students to enjoy learning and to see it as a life-long endeavor. I try to convey that I do not have all the answers, and continue to seek out knowledge daily. *Patricia Richards*

My personal teaching philosophy is based on the belief that every student who enters my classroom or my office can make our world a better place. It is my duty to assist each student to have a positive impact in our world. Assisting students may take many forms such as teaching in a formal classroom setting, actively listening to student concerns, allowing students to think for themselves and at times learn from their mistakes, and providing support for learning. *Mary Alice Smith*