

I would like to emphasize what I feel is the core objective of my teaching philosophy: to develop a stronger sense of empathy in my students. The origins of this philosophy are rooted in my observations of the world around me. I sense that our society is adopting a value system that encourages habits of instant gratification, continual social media status updates, and general political polarization. In many ways, I worry that our students are growing up in, and helping to perpetuate, a "selfie-society." In such a world, it seems increasingly important to highlight the intellectual and emotional value of empathy - being able to put yourself in someone else's shoes in order to understand, appreciate and react to their perspective on the issue at hand. *Brock Tessman*

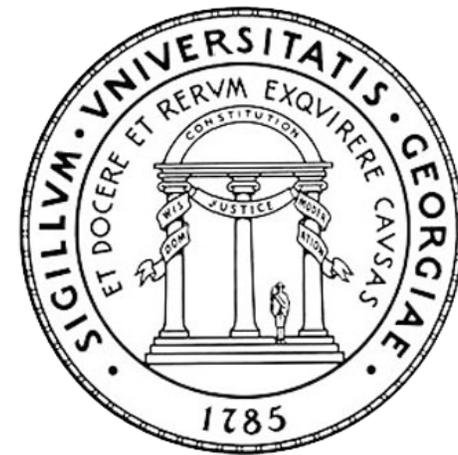
In all instructional settings, I establish a safe climate of mutual respect this is coupled with a shared responsibility for learning. I see my students and myself coming together as co-investigators, forming a community around the content at hand, where the role I adopt is that of facilitator and consultant. . . . The one who talks, reflects, and interacts the most, learns the most. Providing opportunities for collaboration and interaction, then, serves multiple purposes, including enhancing motivation, learning, and the development of important workplace skills. Cooperative learning assignments, as well as other active learning strategies, such as think-pair-share and problem-based learning, are among the approaches I commonly use to foster these skills and to achieve specific learning outcomes. *Eddie Watson*

I consider it one of my primary goals as an educator to instill in students that sense of intellectual curiosity and appreciation that learning is an enjoyable lifelong endeavor. . . . The more I teach, the more I learn how much more I can learn about how my students learn. I was hired as a Franklin Fellow at UGA, and then as an assistant professor, in part on the strengths of my teaching. So it's almost embarrassing to admit that I don't yet feel that I'm the most effective educator I could be, and I probably never will be. Each time I teach a topic, I glean from my students a slightly better understanding of their difficulties in encountering material for the first time. Helping them past those difficulties forms the basis of my scholarship. *Craig Wiegert*

Words of Wisdom

UGA Teaching Academy

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My own approach to teaching mathematics has always been a form of storytelling. Of course there are always specific skills and content that must be discussed and learned, but unless I help to provide a story, they are dry and lifeless and probably best left to a computer. . . One of my favorite sayings is that math is not a spectator sport. So my students must be involved along the way in constructing their personal account of the story . . . I work hard to build a collaborative atmosphere in the classroom in which the students know they are part of the story that is developing. *Malcolm Adams*

The first teaching job I remember having was tutoring a younger child in math. I believe I was ten years old. She was having trouble with multiplication, and I was sure that sitting with her and encouraging her to practice would help her learn. Finally she got it. She ran through those multiplication tables as if she were reading them from a piece of paper on the wall behind me. I was so proud of her - and of myself! Then I saw the piece of paper on the wall behind me. It was a good lesson at the time, but I have never let go of the belief that providing encouragement is one of the keys to teaching. *Sherry Clouser*

I believe students are as much motivated by the enthusiasm a professor exudes for a particular question or puzzle as by the substance of inquiry. I think of teacher's enthusiasm for understanding particular subjects as the necessary condition, and letting students directly experience what they study (in as much as the subject of study allows that to happen) as the sufficient condition for kindling that love for inquiry. I believe that learning works best when curiosity is stirred, when the desire of wanting to understand comes from the students themselves and my role as teacher, is to become an interpreter of the complex political world around them. *Markus Crepaz.*

I have high expectations of students, and consider myself to be demanding while also encouraging; and challenging while also nurturing. In my technique classes, as well as the lecture courses, I challenge students to expand their knowledge and broaden their experiences by applying new information and new perspectives to the material (in technique, history, pedagogy, choreography, etc.). I engage students in examining, questioning and exploring assumptions and preconceptions. In smaller lecture classes and in studio courses, I make sure to speak to each student, by name, during the class period, reinforcing that I am aware of each and every student's contribution and presence in the class. With this encouragement, I am able to find moments to acknowledge student's successes in the process and progress of their discoveries. *Lisa Fusillo*

Good teaching deepens students' knowledge, thus broadening their intellectual horizons. It provides students with more choices and empowers them to take more control over their life's directions. But exceptional teaching also develops students' skills in continually and creatively adapting and innovating as needs, demand and circumstances change . . . To teach not only well, but exceptionally well, I choose and constantly hone my approach and techniques to make students less dependent on the professor, and more reliant on, and confident and skilled in their own abilities. *James Hamilton*

I recognize teaching, as both a vocation and an art. Substantially, learning becomes that which is attained when the artistry is mastered and the vocation is fully learned. I have been privileged to teach at different institutions of higher learning in Nigeria and the United States. I have come to understand that teaching is a vocation because it has generalized goals of knowledge transfer, data generation and aptitude maximizing. However, since these goals have to be achieved specifically with each learner or learner group, I have also learnt that teaching is also an art. This realization makes me, as a teacher, an artist and a worker. To ensure success in my art and work, I must devote part of my energy to scholarship, be an incessant learner. *Akinloye Ojo*

While I am very introverted by nature, I find a lot of joy in being in the classroom with students. It is essential to convey to the students that what they are learning is actually quite fun, as well as important. I have found through experience that the more fun I am having (and showing that I am having fun) the more students are engaged in the learning process. They are asking questions, thinking independently, and challenging points of view. The classroom feels more "open" to a variety of opinions and intellectual curiosity seems to be heightened. They are simply more engaged when I am enjoying what I am teaching and doing. *Lance Palmer*

Essential to my understanding of teaching is the conception of students as individuals, each bringing different sets of experiences, knowledge and aspirations into the classroom. I see the building of supportive relationships between myself and students, as well as facilitating an environment in which students support one another, as critical elements of a successful learning environment. I reflect on my own teaching, and, in turn, encourage others to become reflective, all the while being open to learning from others as they learn from and with me. *Kathryn Roulston*