

My teaching philosophy emphasizes instructional strategies that lead to students becoming independent learners. My instructional goals always attempt to teach in ways that have meaning for the students after they leave my classroom. I take every opportunity to use educational technologies that facilitate the variety of relationships found in spaces dedicated to intentional learning spaces. Rob Branch

My teaching at all levels, from freshman undergraduate to advanced graduate courses. My teaching philosophy rests on three, equally important foundational principles: to teach in a way that fosters curiosity, open discussion, and creativity; to ensure students gain the factual knowledge required to understand the topic at hand and be able to use it; to provide students with the foundation and tools for continued learning. Adrian Burd

I believe that it is fundamental that I help students develop the skills they need to continue to learn throughout their careers. I focus my lessons on big picture concepts and we discuss best practices, with the understanding that there are many right ways to conduct business, but also practices that are definitely wrong. I try to give my students the tools to recognize these differences. Margaret Christ

My teaching philosophy is one of teaching through leadership, not intimidation; of emphasizing cooperation, not competition; promoting excellence at every level; instilling confidence; promoting independent, critical thinking, while understanding a need to clearly express objectives and expectations, understanding that different people learn differently and that, in the end, enthusiasm and passion for a topic are infectious! Sonia Hernandez

My ultimate goal as a teacher is to render myself obsolete; to watch students develop into independent thinkers and leaders who can function at a high level without my guidance. A true assessment of teaching is not attained by measuring what students do on in class or on a test , but by measuring what students do long after they have left the classroom. If I can create students who have learned how to learn, they can continue to teach themselves and strive higher for the rest of their lives. Peter Jutras

I seek to enrich my students' lives, contributing an experiential slice of knowledge, understanding and skills to that gained from the mosaic of mentors, fellow students, and others in the students' formal learning environment. . . I believe everyone has something to offer, from those who speak out all the time, to those who quietly observe and listen, so I try to foster an engaged environment where listening is as valued as speaking, where offering an opinion is as appreciated as receiving one, where observing is as treasured as the doing. Jean Kidula

I believe a good teacher must have a passion, being dedicated to students and prepared to devote time and energy to them. The enthusiasm of a motivated teacher will inspire and encourage students to learn. . . . While my teaching strategy are mainly based on the students with an average learning ability, I give additional help to the weaker, shy, or international students who need help but hesitate to ask for it. Fanbin Kong

I am still learning to teach. I learn through the examples of my college professor-mentors, as well as through self-reflection, by reading the pedagogical literature, via trial and error, from my colleagues' fine examples and thoughtful comments, and most importantly from the feedback of my students-----especially when students point out something that could be done better. With their help, I have fleshed out a philosophy during my 17 years of teaching over 5,000 UGA students. John Knox

Higher education's value derives from teaching students how to be critical of information they encounter, how to synthesize discrepant information, and, ultimately, how to produce new knowledge that does not exist elsewhere. . . I push students to develop and articulate their own informed point of view. I therefore never give or impose a "right" answer on students, but instead ask them to advance and defend their own opinion with evidence. Where appropriate, I challenge their view, to force a more thoughtful answer. Andy Owsiak

I work to design classes and assignments so students can make discoveries for themselves by building research into the curriculum. Empowering students to take ownership over their knowledge and to connect their learning process to the world as they know and understand it pushes them to learn about history more deeply. Jennifer Palmer

I have experienced great pleasure and a deep sense of satisfaction in working with undergraduate and graduate students, and strive to make my classroom a place where they can fully engage in discovery and learning. With each class, however, I worry that I will not be able to connect with my students. I have found out firsthand that approaches to instruct freshman-, junior -, senior-, and graduate-level courses are different. It is, therefore , important to recognize that what works in one situation may or may not work in another , and that one must be adaptable. Instruction has to be tailored and relevant to the audience to be effective. Ron Pegg

Learning is an Individual Task - While much of our planning is with the entire class as a group in mind, we need to be responsive to the needs of each individual student. Students come to us with different attitudes, aptitudes and prior degrees of experience. All of these can affect how quickly or slowly a student can grasp the concepts of a course. While striving to meet the needs of the many, a good teacher will also keep an eye on the progress of each individual and intervene on an individual basis when necessary. Craig Piercy

Active Learning: It has been my experience that students learn more when they figure things out for themselves than when I simply tell them what I think they should know. We may read about and discuss a principle of ethical communication, for instance, but then we apply it by walking through a case study or working on a PR campaign where that principle is challenged. Karen Russell

In all of the courses I teach, I also guide students to discover who they are as communication scholars. Many students initially think that concepts and ideas related to the study of interpersonal communication seem "obvious." Thus, one challenge in teaching interpersonal communication is to inspire students to appreciate the variety of explanations for a communication process and how to embrace the diversity of explanations to better enhance their lives, as well as to contribute to scholarly conversations on interpersonal processes. Jennifer Samp

Overall, a college student's diversity of teachers, their subject matter, and their delivery methods provide an excellent mosaic for each student to bear witness on methods that do and do not work for them. I think this diversity is important. My role in this mosaic has been to provide a benchmark of simplicity, absent the noise of an increasingly frenetic society and its tools, that students can use to ascertain their own note-taking, discovery, and self-learning abilities. I refer to this as one's benchmark of confidence. On what tools does your confidence rely? What are your abilities as a listener, note-taker, problem solver, and intellectual when the world's technological crutches are removed? John Schramski

I begin by making students aware that long before they enter the classroom they think and behave like an economist. They are rational, they can recognize what is good or bad for them, unsurprisingly they want more good things, and they cope with scarcity much throughout their student lives. Through the use of economic games I help them understand why and how they, consciously or otherwise, may contribute to today's environmental problems. While I cannot effectively address many perception problems that economics appears to suffer from, I can make it relevant. You are part of the problem-do you want to be part of the solution? Jacek Siry



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