

## Teaching Philosophy

My teaching philosophy is: "To create *students-techno-centered* ambiance wherein students learn through fun, doing activities, active participation, and a spirit of cooperation and collaboration in the peer group or teamwork to make them autonomous with full sense of pride and confidence."

My teaching practices empower students to realize their full potential by providing opportunities, support, feedback, and guidance to achieve the learning outcomes. I plan various activities based on given curriculum, students' learning styles and real-life situations with an aim for the students to comprehend, engage, practice and construct products to display and reflect on tangible progress and desired results. This enables me to bring about the paradigm shift from rote/memorizing method to widen cognitive skills and think critically and apply it in real-life situations to tackle problems creatively. I, through these classroom practices, endeavor to make the classroom an arena for students to learn, develop and demonstrate the productive and the receptive skills.

We pass through a revolutionary phase of rapid technological advances bringing in new challenges. Today, teachers should not only extend beyond delivering the lecture and passing on information but also go through training, seminars, workshops, and conferences to acquaint, develop, analyze and communicate new knowledge. Mostly, I found the students learn more effectively in informal discussions during office hours and interacting on social media beyond classroom settings. I adopt the co-teaching approach to learning much from my colleagues and students. I still foresee to ongoing teaching, research, training and learning en route from my peers and students to grow and learn new things.

I believe that teaching is not about one individual student, but about hopes, expectations, and aspiration of many students. And when the institution exists to impose faith and empower its teachers with autonomy, good curriculum, evaluation standards, and encouraging environment to teach rather to put obstacles in their path, progress is

# My Teaching Philosophy Paper

**Umar Aliyu**



## **My Teaching Philosophy Paper:**

Teaching Philosophy Statement Umar Aliyu, 2019-08-19 I am delighted to write this book because teachers play a very vital and important role in our life. A good teacher helps us to become good human beings and citizens in our society and the country as a whole. Teachers know that students are the future of any nation so the future development of any nation is in the hands of teachers. There is a core belief behind every educator which is teachers are known to be simply amazing. Teachers inspire people because they impact knowledge and add value to their students' lives and overall these individuals understand the sacrifice and dedication one must make in order to be successful in the lives they touch. The most common role a teacher plays in the classroom is to teach knowledge to children and let us always have it in the back of our minds that it is only in learning you will teach and in teaching you will learn. The most important role of a teacher is to deliver classroom instruction that helps students by ensuring that students experience academic success and through functioning as surrogate parents, mentors and counsellors and even almost politicians since there is almost no limit to the roles a teacher will play. Teachers teach in many ways including lectures, small group activities and hands on learning activities. Therefore to achieve all this there must be some laid down principles that must be followed in order to fully impact the students positively and overall achieve growth and development in the education industry. A typical practice for instructors is to build up a showing logic which causes them to become intelligent specialists all through time on different educating and learning methodologies. A teaching philosophy statement is a narrative that includes your conception of teaching and learning, a description of how you teach and justification for why you teach in a particular way. In other words your teaching philosophy is a self-reflective statement of your beliefs about teaching and learning. It is a one to two page narrative which conveys your core ideas about being an effective teacher in the context of your discipline. The thrust of the paper is to critically analyse what is teaching philosophy and its importance to teachers and the educational sector as a whole. This book will help starting and experienced instructors to improve their teaching abilities by building methods insight and a formative procedure concentrated on the upgrade for learning. According to Aristotle, 'Those who know do while those that understand teach'. I also firmly believe that the most vital and important thing in the world is teaching because the best thing a person can achieve in life is to learn something because it is virtually the only thing which the mind can never overlook, never use up completely, never feel isolated or estranged and will never let you down. This is why Teaching Philosophy is very important to teachers because it enables them to understand the scope and limits of empirical research in education and the relationships between that research and conceptual issues in education, thereby making them view and analyse from the perspective of their students. Finally, apart from understanding why students are behaving in a particular way, with Teaching Philosophy teachers would also be able to know how students perceive their actions. As a model in teaching in High school, Colleges or Universities, this book peels back the layers of those conceptual issues in teaching worlds and reveals many surprising findings that will

impact you positively because this book has it all If you have found this book useful please consider leaving a short review on Amazon

A Guide to Teaching Introductory Psychology Sandra Goss Lucas,2009-01-22 A Guide to Teaching Introductory Psychology focuses on the critical aspects of teaching introductory psychology to undergraduate students It includes ideas tips and strategies for effectively teaching this course and provides useful answers to commonly asked questions A concise and accessible guide to teaching introductory courses in Psychology Begins with an orienting history of the course Evaluates current trends in teaching and offers suggestions for developing personal techniques Addresses a number of relevant issues including how to teach difficult topics linking course content to everyday experience developing and using class presentations lectures and active learning ideas and increasing interest in course topics Supported by a website that provides links to useful websites and handouts that instructors can use in their classes <http://www.blackwellpublishing.com/teachpsychscience/lucas>

*Nine Guiding Principles for Women in Higher Education* Karyn Z. Sproles,2023-03-07 This book is an accessible and readable resource for women who are navigating obstacles in their career in higher education The book draws on secondary sources anecdotes and the author's own experiences to suggest ways that women mostly faculty and administrators can thrive at their institution

The Invisible Art of Literary Editing Bryan Furuness,Sarah Layden,2023-02-09 A field guide to the trade and art of editing this book pulls back the curtain on the day to day responsibilities of a literary magazine editor in their role and to the specific skills necessary to read mark up and transform a piece of writing Combining a break down of an editor's tasks including creating a vision acquisitions responding to submissions and corresponding with authors with a behind the scenes look at manuscripts in progress the book rounds up with a test editing section that teaches by way of engaging exercises the nitty gritty strategies and techniques for working on all kinds of texts Generous in its insight and access to practicing editors annotations and thought processes The Invisible Art of Literary Editing offers an exclusive look at nonfiction fiction and poetry manuscripts as they were first submitted as they were marked up by an editor and how the final piece was presented before featuring an interview with the editor on the choices they made about that piece of work as well as their philosophies and working practices in their job As a skill and a trade learnt through practice and apprenticeship this is the ultimate companion to editing any piece of work offering opportunities for learning by doing through exercises reflections and cases studies and inviting readers to embody the role of an editor to improve their craft and demystify the processes involved in this exciting and highly coveted profession

**Fieldwork Educator's Guide to Level II Fieldwork** Elizabeth DeJuliis,Debra Hanson,2024-06-01 A new comprehensive resource for fieldwork educators and academic fieldwork coordinators Fieldwork Educator's Guide to Level II Fieldwork provides a blueprint for designing implementing and managing Level II fieldwork programs for occupational therapy and occupational therapy assistant students across practice settings Drawing from the expertise of renowned individuals in the field Drs Elizabeth D DeJuliis and Debra Hanson provide the tools for fieldwork educators and academic fieldwork

coordinators to put together learning frameworks educational theories and clinical instructional techniques within and outside occupational therapy in order to create and maintain high quality Level II learning experiences Fieldwork Educator s Guide to Level II Fieldwork challenges fieldwork educators and academic fieldwork coordinators to shift their mindset to facilitating skill acquisition and to adjust their teaching approach to match the learning needs and developmental level of the student Designed to meet the definition of Level II fieldwork according to the 2018 Accreditation Council for Occupational Therapy Education standards and in response to common pitfalls and challenges in clinical education today Fieldwork Educator s Guide to Level II Fieldwork is the go to guide for the busy practitioner and academic fieldwork coordinator What is included in Fieldwork Educator s Guide to Level II Fieldwork Expansive overviews of supervision models and vignettes illustrating use across practice settings Examples and templates to construct a learning plan site specific learning objectives orientation weekly schedules and learning contracts Tools and strategies to uniquely develop and foster clinical reasoning in fieldwork Models for dually approaching supervision and mentorship Strategies for addressing unique student learning and supervision needs Fieldwork Educator s Guide to Level II Fieldwork can be used as a standalone resource or as a complement to Fieldwork Educator s Guide to Level I Fieldwork which was designed in tandem with this text to holistically address Levels I and II fieldwork education      **The Academic Job Search Handbook** Julia Miller Vick,Jennifer S.

Furlong,2013-06-12 For more than 15 years The Academic Job Search Handbook has assisted job seekers in all academic disciplines in their search for faculty positions The guide includes information on aspects of the search that are common to all levels with invaluable tips for those seeking their first or second faculty position This new edition provides updated advice and addresses hot topics in the competitive job market of today including the challenges faced by dual career couples job search issues for pregnant candidates and advice on how to deal with gaps in a CV The chapter on alternatives to academic jobs has been expanded and sample resumes from individuals seeking nonfaculty positions are included The book begins with an overview of the hiring process and a timetable for applying for academic positions It then gives detailed information on application materials interviewing negotiating job offers and starting the new job Guidance throughout is aimed at all candidates with frequent reference to the specifics of job searches in scientific and technical fields as well as those in the humanities and social sciences Advice on seeking postdoctoral opportunities is also included Perhaps the most significant contribution is the inclusion of sample vitas The Academic Job Search Handbook describes the organization and content of the vita and includes samples from a variety of fields In addition to CVs and research statements new in this edition are a sample interview itinerary a teaching portfolio and a sample offer letter The job search correspondence section has also been updated and there is current information on Internet search methods and useful websites      *CliffsNotes FTCE General Knowledge Test 4th Edition* Jeffrey S. Kaplan,Sandra Luna McCune,2018-06-19 The exam that all future teachers in Florida need to take the FTCE General Knowledge Test is being revised Offered year round by appointment the general knowledge

test is required for every educational specialty Chapter reviews are dedicated to the four subtests that comprise the test Essays English Language Skills Reading Mathematics Included in the package are two model full length practice tests to ensure success on test taking day      Forms of Practitioner Reflexivity Hilary Brown, Richard D. Sawyer, Joe

Norris, 2016-09-07 This edited volume addresses the different methods professionals use to promote a critical reflective and reflexive stance among practitioners leading to both a reconceptualization of practice and its subsequent change The goal of increased reflection in professional education is intended to expand approaches for professionals to work with diverse others It is also intended to increase their levels of cognitive differentiation and depth of professional consciousness about themselves alongside diverse others in a rapidly changing world This is an important issue in a range of applied professional programs from education to medicine social work to psychology business to criminal justice in nearly every country in the world      *Introduction to Teaching* Gene E. Hall, Linda F. Quinn, Donna M. Gollnick, 2013-01-04 An introduction to teaching and education showing prospective teachers how to inspire learning in students It is packed with learning features such as teacher interviews and challenging assumption boxes to engage students and encourage debate

Participatory Literacy Practices for P-12 Classrooms in the Digital Age Mitchell, Jessica S., Vaughn, Erin N., 2019-10-11 The ability to effectively communicate in a globalized world shapes the economic social and democratic implications for the future of P 12 students Digitally mediated communication in an inclusive classroom increases a student s familiarity and comfortability with multiple types of media used in a wider technological culture However there is a need for research that explores the larger context and methodologies of participatory literacy in a digital educational space Participatory Literacy Practices for P 12 Classrooms in the Digital Age is an essential collection of innovative research on the methods and applications of integrating digital content into a learning environment to support inclusive classroom designs While highlighting topics such as game based learning coding education and multimodal narratives this book is ideally designed for practicing instructors pre service teachers professional development coordinators instructional facilitators curriculum designers academicians and researchers seeking interdisciplinary coverage on how participatory literacies enhance a student s ability to both contribute to the class and engage in opportunities beyond the classroom      *Pedagogical Journeys through World Politics* Jamie Frueh, 2019-07-16

This edited volume is a collection of twenty three autobiographical narratives by successful teachers of global politics and international relations The diverse contributors from a variety of institutional contexts sub disciplines and countries describe their development as teachers articulate mission statements for their teaching and link both to pedagogical practices that exemplify their teaching philosophies Rather than provide specific recipes for authoritative techniques the essays empower readers as creative developers of their own approaches to teaching global politics They demonstrate the multiple ways that instructors have grounded deliberate pedagogical designs in a variety of deeper philosophical commitments and resources are provided to facilitate discussion and collaborative deliberation between groups of readers      **The Aims of Education**

Roger Marples,2012-10-12 Here international philosophers of education explore and question diverse strains of the liberal tradition discussing not only autonomy but other key issues such as social justice national identity curriculum critical thinking social practices The contributors write from a variety of standpoints offering many interpretations of what liberalism might mean in educational terms [Handbook of Research on Indigenous Knowledge and Bi-Culturalism in a Global Context](#)

Hameed, Shahul,El-Kafari, Siham,Waretini-Karena, Rawiri,2019-02-15 Society is continually moving towards global interaction and nations often contain citizens of numerous cultures and backgrounds Bi culturalism incorporates a higher degree of social inclusion in an effort to bring about social justice and change and it may prove to be an alternative to the existing dogma of mainstream Europe based hegemonic bodies of knowledge The Handbook of Research on Indigenous Knowledge and Bi Culturalism in a Global Context is a collection of innovative studies on the nature of indigenous bodies knowledge that incorporates the sacred or spiritual influence across various countries following World War II while exploring the difficulties faced as society immerses itself in bi culturalism While highlighting topics including bi cultural teaching Africology and education empowerment this book is ideally designed for academicians urban planners sociologists anthropologists researchers and professionals seeking current research on validating the growth of indigenous thinking and ideas **Don't Forget About the Adjuncts!**

Antione D. Tomlin,2023-03-01 Don t Forget About the Adjuncts is a work that creates space for adjuncts to share their experiences navigating workspaces within higher education and their experiences as part time faculty The primary goal of this book is to allow adjuncts to share their experiences navigating workspaces as frequently undervalues faculty in higher education While frequently adjunct faculty can feel unheard within higher education institutions this book offers a platform for adjunct voices to be heard loud and clear Contributing authors share the advantages and challenges they experience as adjuncts and the impact these experiences have on their well being and career trajectory Moreover the authors provide insight and advice on how current and potential adjuncts can succeed and thrive even with all the barriers or obstacles they face The adjunct voices in this text have a wealth of knowledge and disciplines represented expertise and years of experience in higher education Additionally authors also come from all over the United States With this range of expertise and knowledge authors also provide advice strategies and ways of being for institutions to support their adjunct faculty and for adjuncts to support themselves While many challenges are thrown at adjunct faculty we are not suggesting that all adjunct faculty face the same issues Moreover this book serves as a space for contributing authors not to speak for all adjunct faculty but themselves As editor and previous adjunct faculty myself I encouraged and pushed all contributing authors to stand in their truth and take pride in this role This book is the outcome of adjunct faculty loving and supporting their profession Higher education institutions colleagues and other stakeholders can learn a great deal from the narratives and experiences shared to look at the intentional recruitment retention and psychological well being of adjunct faculty Thus Don t Forget About the Adjuncts is positioned to be a must read for all higher education professionals

institutions and stakeholders looking for strategies to do right by and for adjunct faculty

**Indigenous Voices and Decolonising Lifelong Education** Apooyak'ii / Tiffany Hind Bull-Prete, Elizabeth A. Lange, 2025-09-22 Indigenouness is about long term occupancy of a place and the knowledge and consciousness that arises from place In this edited volume global Indigenous voices engage in truth telling about 500 years of colonisation including loss of population language culture spirituality and land Education has been central in facilitating colonialism To decolonize lifelong education and learning is to redress the persistent inequities in education for Indigenous Peoples It is to recover and revitalize cultural and place based knowledge practices and identities To this end Indigenous voices from Uganda India Mongolia Mexico Japan and numerous voices from the Blackfoot Metis and Cree in Canada speak to the five steps of colonisation self decolonization resurgence in Indigenous knowledge systems the African Renaissance cognitive justice holistic learning the process of intended extinction and resulting resilience the vitality of intergenerational transmission reconstituting tribal pedagogical frameworks symbolic violence and the rebuilding of pride and identity the importance of blood memory for restoring ancestral knowledge the ancient tradition of hospitality healing individualism and elevating the rich plurality of self determining grassroots communities and their regeneration of what it means to be human and an intact community This book is for scholars researchers policy makers educators and students across multiple fields including Indigenous studies decolonial studies education anthropology sociology and cultural studies It was originally published as a special issue of the International Journal of Lifelong Education

**Tips on Getting an Academic Position** Z. J. Pei, 2009-09-14 This book contains tips on getting an academic position They are from both new assistant professors who have recently got their academic positions and senior faculty members including dean and search committee chair who are responsible of recruiting new professors

**Autoethnographies in ELT** Bedrettin Yazan, Suresh Canagarajah, Rashi Jain, 2020-11-05 This innovative volume showcases the possibilities of autoethnography as a means of exploring the complexities of transnational identity construction for learners teachers and practitioners in English language teaching ELT The book unpacks the dynamics of today's landscape of language education which sees practitioners and students with nuanced personal and professional histories inhabit liminal spaces as they traverse national cultural linguistic ideological and political borders thereby impacting their identity construction and engagement with pedagogies and practices across different educational domains The volume draws on solo and collaborative autoethnographies of transnational language practitioners to question such well established ELT binaries such as center periphery and native non native and issues of identity related concepts such as ideologies discourses agency and self reflexivity In so doing the book also underscores the unique affordances of autoethnography as a methodological tool for better understanding transnational identity construction in ELT and bringing to the fore key perspectives in emerging areas of study within applied linguistics This dynamic collection will appeal to students scholars and practitioners in English language teaching applied linguistics TESOL education educational linguistics and



sociolinguistics      Women's Ways of Making It in Rhetoric and Composition Michelle Ballif,D. Diane Davis,Roxanne Mountford,2010-03-17 This volume explores how women in the fields of rhetoric and composition have succeeded despite the challenges inherent in the circumstances of their work Focusing on those women generally viewed as successful in rhetoric and composition this volume relates their stories of successes and failures to serve as models for other women in the profession who aspire to make it too to succeed as women academics in a sea of gender and disciplinary bias and to have a life as well Building on the gains made by several generations of rhetoric and composition scholars this volume provides strategies for a newer generation of scholars entering the field and in so doing broadens the support base for women in the field by connecting them with a greater web of women in the profession Offering frank discussion of professional and personal struggles as well as providing reference materials addressing these concerns solid career advice and inspirational narratives told by women who have made it in the field of rhetoric and composition this work highlights such common concerns as dealing with sexism in the tenure and promotion process maintaining a balance between career and family struggling for scholarly and or administrative respect mentoring junior women finding one s voice in scholarship and struggling to say no to unrewarded service work The profiles of individual successful women describe each woman s methods for success examine the price each has paid for that success and pass along the advice each has to offer other women who are beginning a career in the field or attempting to jumpstart an existing career With resources and general advice for women in the field of rhetoric and composition to guide them through their careers as they become survive and thrive as professionals in the discipline this book is must have reading for every woman making her career in the rhetoric and composition fields      **Education and Pedagogical Experiences** Kennedy Thomas,Joseph Kureethara,2025-03-04 This book analyses how the educational ecosystem undergoes a paradigm shift during human emergencies be it natural manmade environmental ethnic or a global pandemic like COVID 19 It discusses varied approaches experiences and the steadfast desire to share information demonstrating the value of teaching and learning in difficult conditions This volume aims to build resilience and inspire young minds to persevere through challenging times It explores the continuity of education during emergencies various teaching and learning approaches and the importance of maintaining a resilient attitude Each addresses the cultural and locational specifics of emergencies illustrating how education and pedagogy have made a global impact They also examine a specific aim enriched by cultural geographical and human variables and how education and pedagogy aim to resolve these concerns This book would be useful to students researchers and teachers working in Education Environmental Science and Disaster Management Political Science Public Administration International Relations Peace Education Psychology and Cognitive Science Neuroscience Sociology and Social work It would also be an invaluable companion to practicing pre service and in service teachers and their trainers policy makers professionals from government and non government organizations working in education and social development      *Invisible Privilege* Paula S. Rothenberg,2000

Reviewing the social upheaval of the seventies that challenged fundamental assumptions about gender roles race relations and even the nature of the family Rothenberg tells how she gained a new understanding of what it meant to be an educator and activist

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