

Philosophy of Education

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Since the beginning of my teaching career, September of 1974, my educational philosophy has intensified; drawn from experiences. One develops a fuller knowledge of his/her discipline with each year taught. I have grown immensely in my teaching. Of paramount importance, I have learned, is the organization of course materials; syllabi, course outlines, methods of teaching, daily activities, good old-fashioned lesson plans.

It is my job to meet the academic needs of the student; however, my teaching style is one that puts learning in the hands of the student. To better understand my audience, I have the students fill out a Learning Style survey on the first day of class. Upon answering the questions, the students discover their particular learning style. This not only helps me to better present a lesson to them, by teaching toward their learning style, it allows the student to take more responsibility for their learning; an essential quality for every student. It is a part of my philosophy that students take responsibility for their learning.

Another aspect of teaching I take very seriously is to understand that the student is an individual. Students bring baggage into the classroom. I see the non-traditional student as well as the traditional student. Sometimes one needs to teach study skills, time management, or individualizing to a particular need. I believe that all students, even the unprepared or at risk, can become lifelong learners. Once students discover that they can be successful, they can make tremendous improvements and become excellent (or very good) students...It is my responsibility to assist the student realize his/her academic potential.

Expectations: I expect the student to attend class, pay attention, and participate. It takes time and effort on the part of the student and the instructor to insure success in the classroom whether it is online or brick-and-mortar. Good communication is essential for an educator to instill that principle. Students need assurance that the instructor is available to them through office hours and/or special appointments. It takes commitment and time to educate successfully.

Policies: The instructor needs policies in place. As Weimer (2002) suggests, professors "need policies and practices that encourage students to encounter themselves as learners, motivate them to become more than what they are, and provide the resources, experiences, and skills they need if they are to move forward in their development" (p.III). I accomplish this by having a strict attendance policy, discuss academic integrity, the learning style inventory previously discussed, tutoring, mentoring; generally keeping the communication line open.

Lastly, I feel that instructors should never do for students what they can do for themselves. It was legendary University of California, Los Angeles basketball coach John Wooden (1997) who wrote: "Why can't we realize that it only weakens those we

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