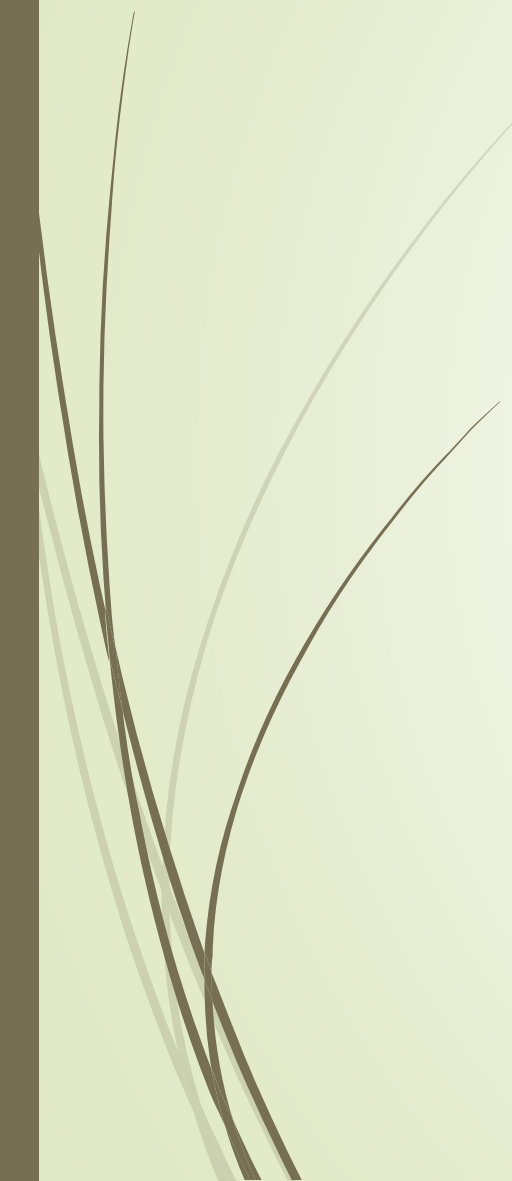


# Developing your Teaching Philosophy



# Objectives

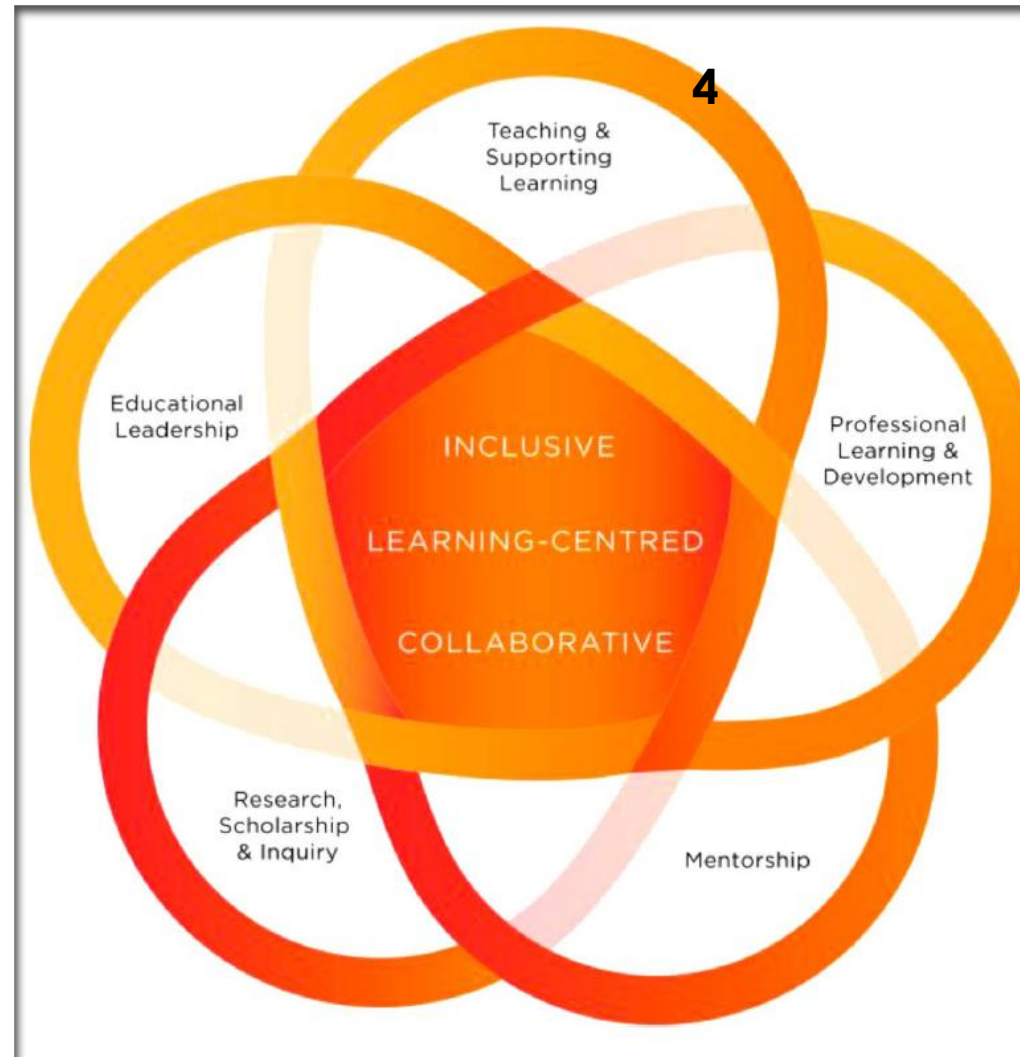
- Distinguish the necessary components for a teaching philosophy statement
  - Reflect on your own beliefs, attitudes, and values surrounding teaching and learning
  - Illustrate your belief, attitude, and values surrounding teaching and learning
  - Create your own teaching philosophy statement
- 



***“Good Teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher”<sup>1</sup>***



***“The framework recognizes a continuum of development from exploration to engagement and finally expansion for the educator.”<sup>3</sup>***





# Teaching philosophy<sup>5</sup>

- ▶ Now common to include for application for faculty positions
- ▶ Makes implicit views on teaching and student learning explicit
- ▶ Is fluid, a work in progress
- ▶ Can include specific examples from coursework
- ▶ Showcases the what, why, and how of your teaching
- ▶ Not a vita of courses you have taught
- ▶ Grounded in one's discipline, learning theory, and culture of the institutions mission and vision



# Philosophy of teaching and learning<sup>6</sup>

- Teacher's
    - Beliefs
    - Attitudes
    - Values
- 



# Learning Theory

Grounding your teaching philosophy



# Behaviorism

- **Core Idea:** Learning is a response to external stimuli. Behavior is shaped through the reinforcement or punishment of certain actions.
- **Key Figures:** B.F. Skinner, Ivan Pavlov
- **Implication for Teaching:** Use of repetition, clear objectives, and reward systems (e.g., checklists, skills validation, pass/fail assessments).
- **Clinical Link:** Skill acquisition through drill-and-practice methods; reinforcement through performance feedback.



# Cognitivism



- **Core Idea:** Learning is an internal process of acquiring, storing, and retrieving information.
- **Key Figures:** Jean Piaget, Robert Gagné
- **Implication for Teaching:** Focus on organizing content, scaffolding knowledge, and using visual aids and concept maps.
- **Clinical Link:** Structured debriefings, algorithm-based reasoning, use of clinical pathways to guide decisions.



# Constructivism

- **Core Idea:** Learners actively construct knowledge through experiences and reflection.
- **Key Figures:** Lev Vygotsky, Jerome Bruner
- **Implication for Teaching:** Encourage problem-solving, collaboration, and experiential learning (e.g., case-based learning).
- **Clinical Link:** Students learn through engagement with patient cases, reflection-in-action, and guided clinical reasoning.



# Social Learning Theory

- ▶ **Core Idea:** People learn by observing others and modeling behaviors.
- ▶ **Key Figure:** Albert Bandura
- ▶ **Implication for Teaching:** Emphasize role modeling, mentoring, and peer learning.
- ▶ **Clinical Link:** Clinical instructors serve as key role models; students learn through observation and imitation of professional behaviors.



# Humanism

- ▶ **Core Idea:** Learning is a personal act to fulfill one's potential; it emphasizes autonomy, self-efficacy, and emotional well-being.
- ▶ **Key Figures:** Carl Rogers, Abraham Maslow
- ▶ **Implication for Teaching:** Create a safe, student-centered environment that fosters self-directed learning and intrinsic motivation.
- ▶ **Clinical Link:** Respect learners' goals, provide autonomy in clinical decision-making, and emphasize the affective domain.



# Experiential Learning

- **Core Idea:** Learning occurs through reflection on doing.
- **Key Figure:** David Kolb
- **Kolb's Cycle:** Concrete Experience → Reflective Observation → Abstract Conceptualization → Active Experimentation
- **Implication for Teaching:** Simulations, hands-on labs, and clinical rotations are central to learning.
- **Clinical Link:** Students learn best when they engage in practice, reflect on performance, and apply insights to new situations.



# Transformative Learning




- ▶ **Core Idea:** Learning involves changing the way individuals think about themselves and their world.
- ▶ **Key Figure:** Jack Mezirow
- ▶ **Implication for Teaching:** Encourage critical reflection, disorienting dilemmas, and perspective shifts.
- ▶ **Clinical Link:** Students evolve in identity from novice to professional through reflection on challenging clinical experiences.



# Andragogy (Adult Learning Theory)

- **Core Idea:** Adults learn best when learning is self-directed, relevant, and problem-centered.
- **Key Figure:** Malcolm Knowles
- **Implication for Teaching:** Leverage prior experience, focus on real-world application, foster learner autonomy.
- **Clinical Link:** Adult learners benefit from autonomy in patient care and relevance to practice; integrate clinical scenarios.



# Process of Creating a Teaching Philosophy<sup>5</sup>

- Why do I teach?
- What do I teach?
- How do I teach?
- How do I measure my own effectiveness?



# Questions to consider for self-reflection<sup>6</sup>

- ▶ “How did you become interested in teaching in a physical therapy program?”
- ▶ “What does *to teach* mean to you?”
- ▶ “What is your primary role (as teacher) in the courses you are directing?”
- ▶ “What does *to learn* mean to you?”
- ▶ “What is the role of learners in your course?”
- ▶ “What does it require to be really good at teaching your subject or teaching in physical therapy in general?”
- ▶ “Describe the best teaching experience you have had teaching physical therapist students”
- ▶ “Describe the worst teaching experience you have had teaching physical therapist students”
- ▶ “Describe you preferred or typical teaching methodologies, how did they become your preferred mode?”



# Questions to consider for self-reflection<sup>7</sup>

- What goals do I have for myself and for my students?
- How can I facilitate my students learning?
- How can I build relationships with my students?
- Why do I teach the way I do?
- What teaching methods do I rely on? Why?
- How can I create an engaging and enriching environment?
- What constitutes as evidence of student learning?
- How can I create an inclusive environment where everyone feels respected?
- How has my thinking about teaching changed over time?
- What should students expect of me as a teacher?



# Resources

- [The Teaching Philosophy/Teaching Statement | CRLT \(umich.edu\)](#)
- [Teaching Statements | Center for Teaching | Vanderbilt University](#)
- <https://cei.umn.edu/teaching-resources/writing-your-teaching-philosophy>
- <https://teaching.uwo.ca/awardsdossiers/teachingphilosophy.html>
- <https://teaching.utoronto.ca/teaching-support/documenting-teaching/teaching-dossier/teaching-responsibilities/>



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