



Teaching Philosophy

Teaching philosophies are self-reflective narratives that provide your audiences with a statement of your beliefs about teaching and learning.

1. **Audience:** Your audience is likely the hiring committee charged with selecting a candidate for the position, but that committee is also comprised of your future colleagues, should you be hired.
2. **Purpose:** The teaching philosophy has several purposes, including the following:
 - A. To introduce yourself to the university and your potential colleagues.
 - B. To provide a sense of who you are as a teacher.
 - C. To introduce the teaching portfolio.
 - D. To set the tone for your career trajectory.
 - E. To serve as a means for your own personal evaluation.
 - F. To illustrate your successes.
3. **Organization:** Your teaching philosophy should include the following components:
 - A. Introduction: Begin with a broad assessment of your teaching approach, including your teaching objectives and strengths and weaknesses.
 - B. Paragraph I: Discuss how you make that broad teaching approach work. Include the following:
 - I. Teaching techniques.
 - II. Learning strategies.
 - III. Course content.
 - IV. Efforts to teach critical thinking, lifelong learning skills, problem solving skills, etc.
 - V. Efforts to teach skills that can be used within the discipline and beyond.
 - C. Paragraph II: Describe how you reach students with different learning styles.
 - I. Active learning: Describe activities that engage students in and outside of class.
 - II. Student-centered learning: Provide examples of how you facilitate students' learning.
 - III. Connect your methods nationally, at the state level, and then locally.
 - IV. Give examples of your strategies—field trips, classroom speakers, collaboration, various projects, assigned outside of class lectures, etc.—explain how they help student learning outcomes.
 - D. Paragraph III: Describe how you incorporate non-traditional teaching strategies, including the following:
 - I. Use of technology in the classroom.
 - II. Use of technology outside the classroom.
 - III. Use of assignments that engage the students with technology.
 - E. Paragraph IV: Illustrate your ability to function in a role other than a teacher. Include any of the following examples:
 - I. Facilitating graduate students' learning based upon ideas for seminar classes.
 - II. Facilitating bringing guest speakers to the college.
 - III. Participating in committee work.



- F. Paragraph V: Describe how you assess both your students and yourself.
- I. Provide scores and comments from student assessments.
 - II. Provide faculty assessment of your teaching.
 - III. Provide your assessment of your students (examinations, take-home-work, classroom participation, etc.).
 - IV. Connect your students' successes back to your teaching skills.
 - V. End this paragraph with an offer to send a dossier or to refer to your dossier or teaching portfolio.
- 4. Format:**
- A. The teaching philosophy is about 2-3 pages long.
 - B. Use headings and subheadings.
 - C. Use bullets.
 - D. Use 12-point Times New Roman font.
- 5. Writing Considerations:**
- A. Tailor your teaching philosophy to the position for which you are applying.
 - B. Focus on the aspects of your teaching that will make you a good fit into that particular program.
 - C. Include courses you may have created or that you will create.
 - D. Include any pedagogical contributions you have made to your department (teaching materials, supplemental course materials, work on book adoption committees, etc.).