

# TA/TF Workshop

## Creating a Teaching Philosophy You Can Use



Dr. Sam Matteson

Professor of Physics  
Distinguished Teaching Professor

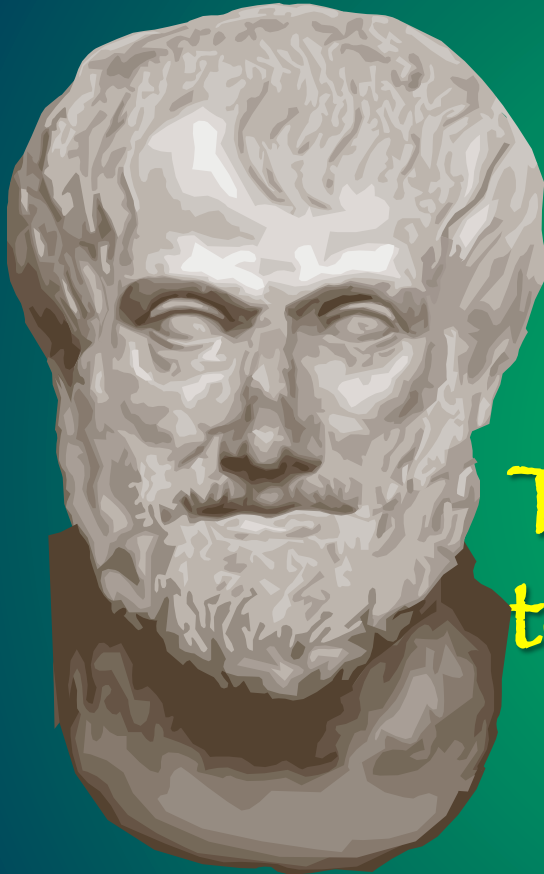


# Why does an instructor need a statement of teaching philosophy?

- **Such statements are often required**
- **Goals guide excellent practice**
- **A philosophy aids in decision making**
- **Reflection helps instruction be more effective**
- **A philosophy provides an assessment standard**



# *Aristotle*



“Those who know do . . .

Those who understand  
teach.”



*Where do you want to go?*



[obsessedwithfilm.com](http://obsessedwithfilm.com)



[hubpages.com/hub/Alice-In-Wonderland-Quotes](http://hubpages.com/hub/Alice-In-Wonderland-Quotes)



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# Thinking About “It”

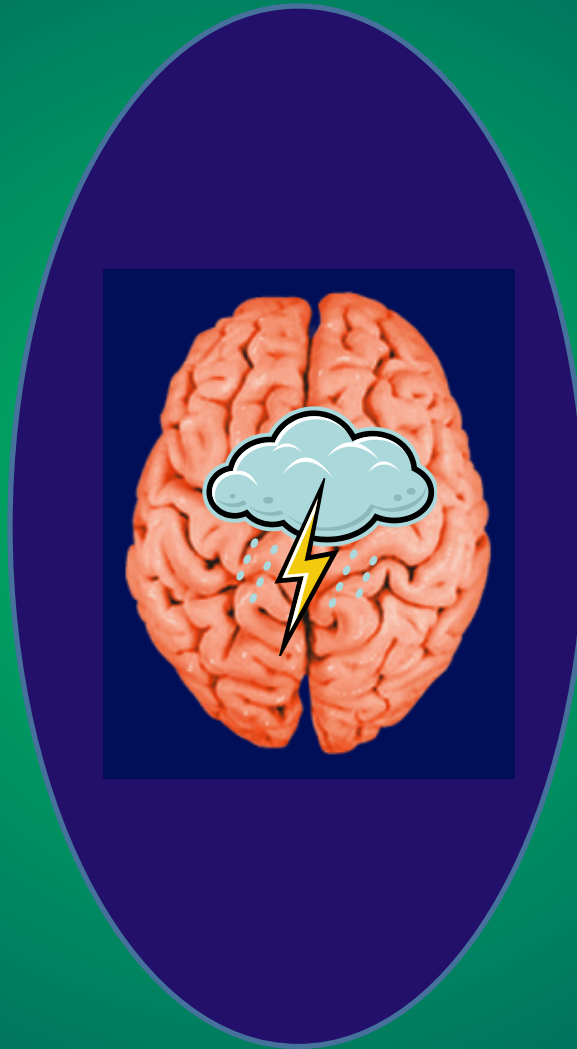
- *What do you think is the most important factor in your relationship with your students?*



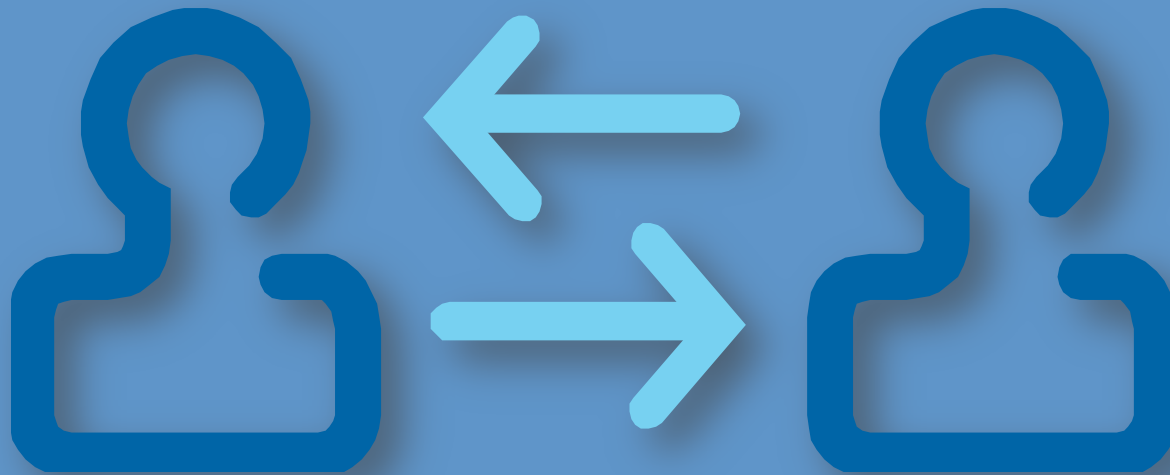
- *Write down!*
- *Share it with your partner!*
- *Print it on the sentence strip!*



# Time to Think!



# Time to Share—Pairwise



# Time to Share—Groupwise



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# How do you create a useful document?



“Doc” recommends the following:

- A general principle

*followed by*

- An explication

*followed by*

- A resolution



## For example:



- “The primary role of an effective teacher is serving his students.”



- “As an outgrowth of my personal ethic, I have a responsibility to serve my student, because they are my fellow human beings, and because I am responsible in part for their education.”



- *“I resolve to maintain a ‘servant’s heart,’ to humbly discharge my responsibilities to my students with a cheerful and generous spirit.”*

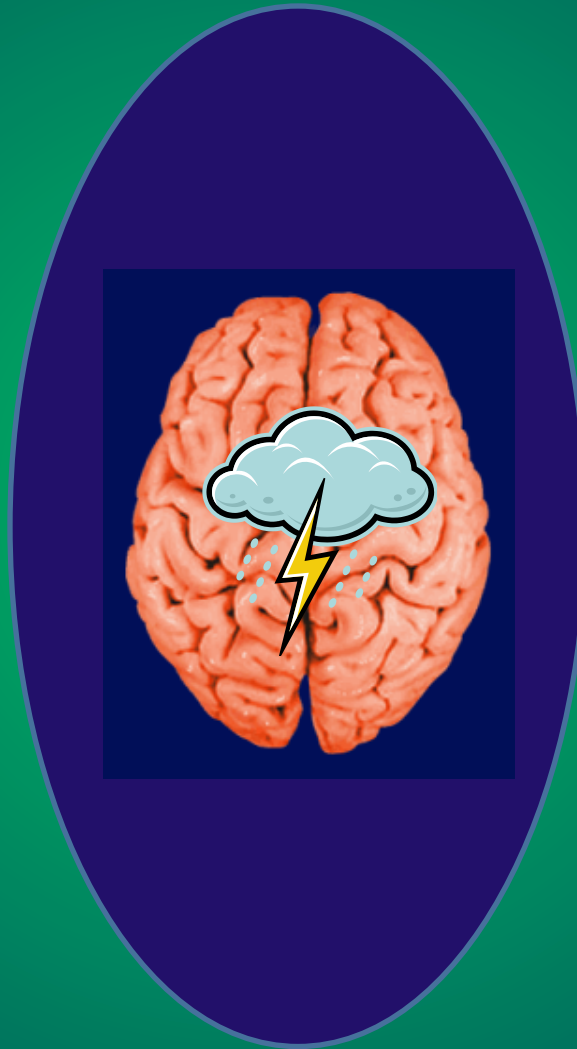


# *Thinking About “It”*

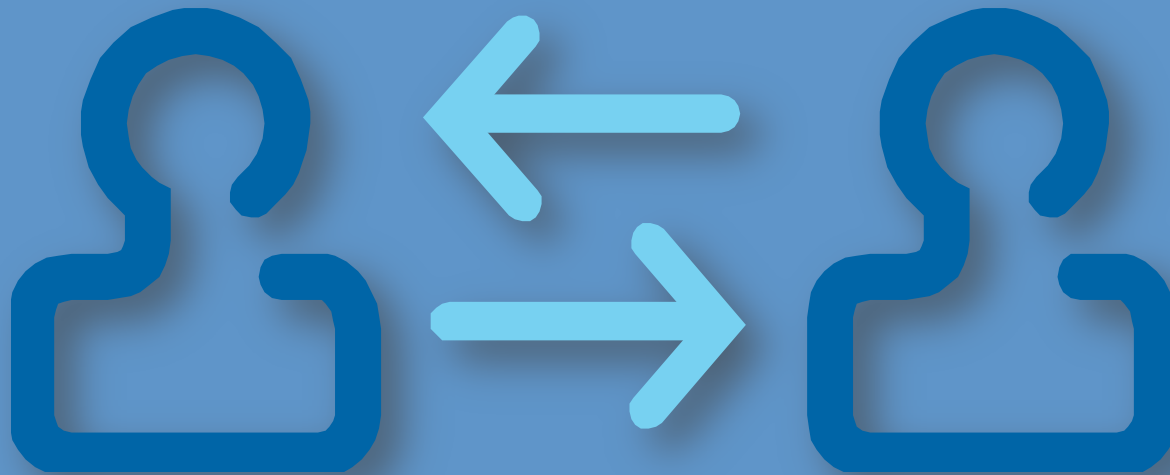
- *Choose one general principle.*
- *Succinctly articulate what it means.*
- *Think, now!* (Check out the worksheet template)
- *Write it down!*
- *Share it with your partner!*
- *Print it on the sentence strip!*



# Time to Think!



# Time to Share—Pairwise



# Time to Share—Groupwise



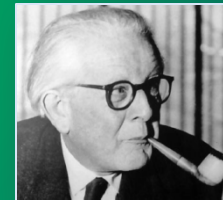
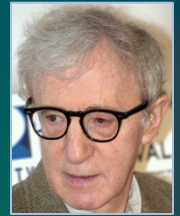
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# Some *'Thinks'* to consider:

Consider the following:

- Engagement— “80% of success is showing up.”
- Teaching and learning can be informed by neuroscience and psychology
- Discovery of fallacious constructs is a worthwhile activity
- You are the “coach” not the nurse



# Some More 'Thinks' to consider:

Consider the following:

- Teaching is a craft .
- Ideas are important.
- Knowledge is constructed by the learner.
- Truthfulness is essential.







# What do you think?



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# Acknowledgements

*For valuable advice and technical input*



Carolyn Matteson

- Instructional Support Teacher (DISD)
- Adjunct Professor—Dept of English (UNT)
- Spouse



# *Parting Warning:*

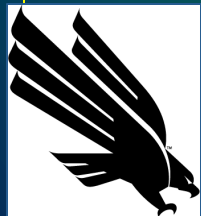


*William Shakespeare:*

*“If to do were as easy as to know what were good to do,  
chapels had been churches, and poor men's cottages princes' places.*

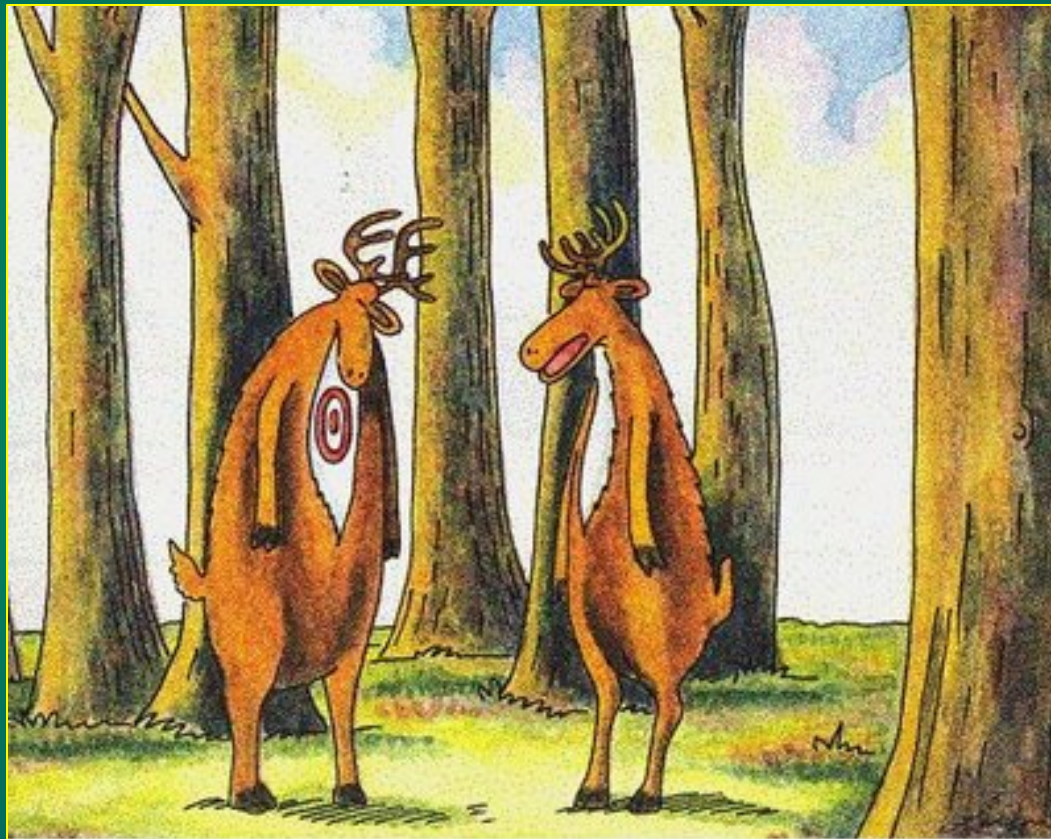
*It is a good divine that follows his own instructions:  
I can easier teach twenty what were good to be done,  
than be one of the twenty to follow mine own teaching.”*

*Portia in The Merchant of Venice Act I Scene 2*



# *Parting Warning:*

*A disadvantage of a good reputation*



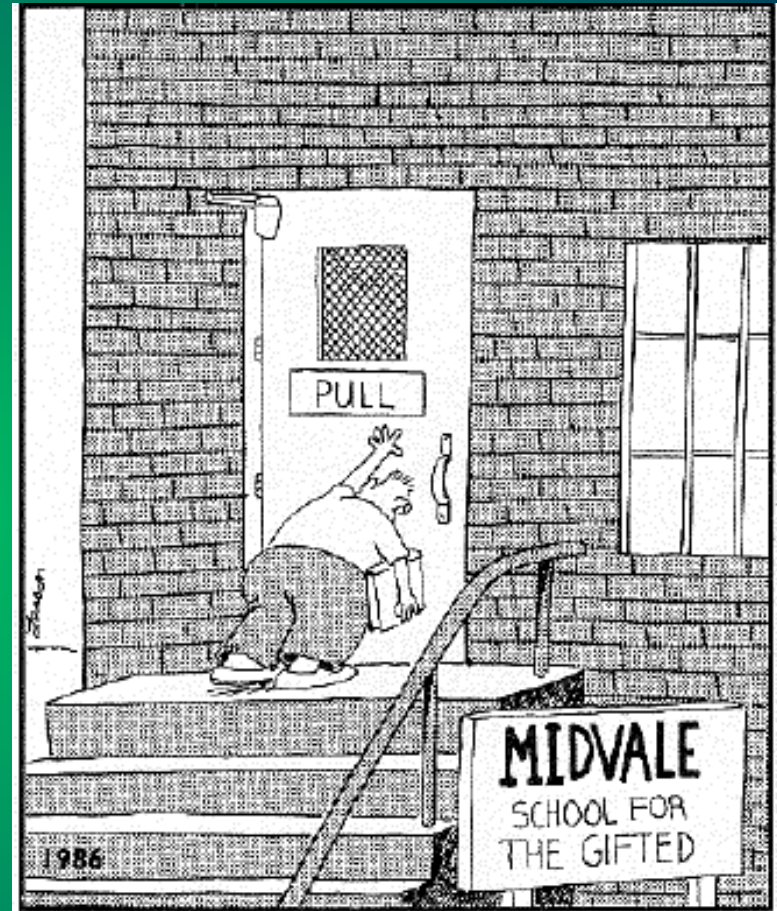
"Bummer of a birthmark, Hal!"



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Image from : [electriciantalk.com](http://electriciantalk.com)

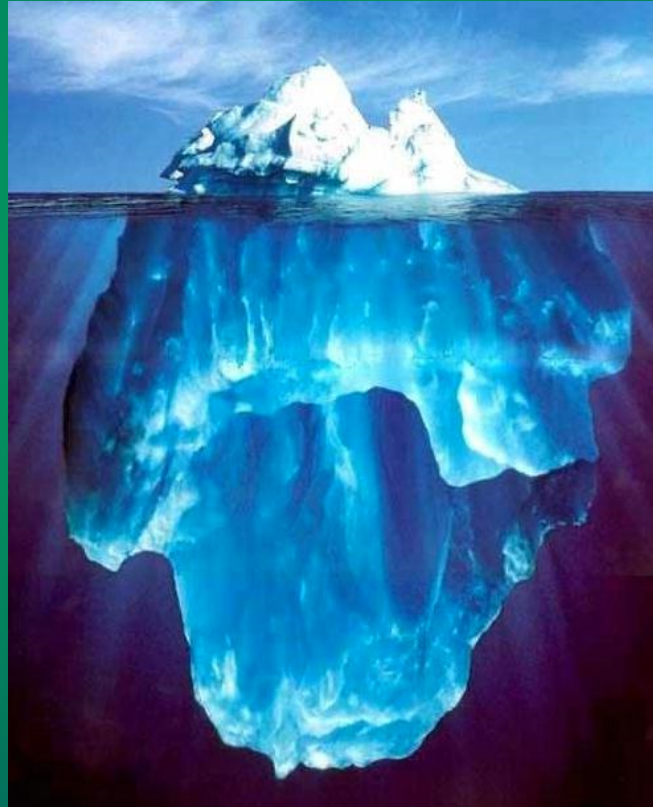
# Parting Warning:



*Your choice: laugh or cry. Keep your sense of humor.*



# What concerns/questions do you still have about composing an effective Statement of Philosophy of Teaching?



<http://sciencebhakta.files.wordpress.com/2007/12/iceberg.jpg>

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# Parting Word:



“Doc’ can I be excused?  
My brain is full.”

