

Teaching Philosophy Requirement

A Statement of Teaching Philosophy (sometimes called a Teaching Statement) generally attempts to convey *what* you teach; *how* you teach; and *why* you teach the way you do. It is a written product, reflective of a critical thinking process. Your perspectives on teaching and learning will evolve throughout your career and inform your teaching practices; therefore, as you evolve so too does your philosophy. The teaching philosophy requirements are designed to cultivate the habit of critical reflection and articulation of your teaching philosophy. The reflective practice of articulating a Statement of Teaching Philosophy will be a useful tool for centering and sharing your teaching practices throughout your teaching career.

Because your philosophy informs other aspects of your experience in the program, it is recommended to complete the online course early in the Certificate Program.

Note: The online course Teaching Philosophy is a pre-requisite for all other Certificate online courses (i.e., Course Design and Learning Technologies). Check the appropriate Master Checklist for more information.

Guidelines

To complete this requirement, you must:

- 1) **Complete the Teaching Philosophy online course** where you will create an initial draft of your Statement of Teaching Philosophy; and
- 2) **Prepare a revised Statement of Teaching Philosophy** (which has been reviewed with a faculty mentor) to be included in your Teaching Portfolio. The statement included in your portfolio should build upon your initial draft by integrating additional experiences, insights and knowledge you've gained in the time since completing the online course.

While Statements of Teaching Philosophy can look very different, depending on context, they usually share some important characteristics. Generally, effective Statements of Teaching Philosophy:

- Are brief (1-2 pages), written in the first-person, in non-technical language;
- Reflect on your teaching experience and your teaching style;
- Offer concrete examples of what it is like to be inside your classroom;
- Communicate your own vision of how learning occurs and the teacher's role in learning;
- Articulate goals for students and perhaps for yourself.

About the Online Course

The online course, "Teaching Philosophy" is a two-week, asynchronous online course, offered once each semester and once in the summer. In the first week, you will complete a series of short readings and preliminary writing exercises and then write a first draft of your Statement of Teaching Philosophy over the weekend. In the second week, you will review each other's drafts in small groups to see how others represent their teaching philosophies and to receive feedback on your draft. Then you will post a second draft of your Statement that draws on this feedback and shows substantial revision.

What should I do after the online course?

- Continue to reflect critically and revise your teaching philosophy to reflect your ongoing pedagogical development.

- After the course, you are encouraged to consult samples of Teaching Philosophy Statements from your own discipline and to continue revising your statement in light of new learning.
- As part of your relationship with your faculty mentor, you will share a draft with your faculty mentor, who will also provide feedback.
- We also recommend that graduate students schedule an appointment with Writing Services as they can help brainstorm and provide tips to help develop writing skills. To find out more information about Writing Services, please check out their website at: <http://www.slu.edu/retention-and-academic-success/university-writing-services> or call 314-977-3231 to schedule an appointment.
- Finally, prior to including your statement in your portfolio, revisit your teaching philosophy and update your statement to reflect your current vision.

Certificate Online Courses

Participants are required to take three online courses in the following sequence:

1. Teaching Philosophy
2. Course Design
3. Learning Technologies

The sequencing of the courses intentionally builds upon the other and serve as a foundation for a statement of teaching philosophy, syllabus development, and the creation of activities and assessments. The course sequence is offered once each semester and once over the summer. Participants are not required to take the courses in a single semester. For example, a participant could take the Teaching Philosophy in the fall semester and Course Design and Learning Technologies in the spring. All courses are two-weeks long and offered asynchronously. Each course utilizes peer interaction, reflection, and writing as teaching strategies.