

Philosophy of Teaching

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My teaching philosophy is predominantly based on a catch-phrase: *teacher is not one who teaches but the one who is learned from*. My experience shows that this approach helps students acquiring a subject's concepts more efficiently and lets me keeping focused on identifying student needs and on recognizing diversity of student objectives. Being curious to learn and then to compare or doubt what you learn with your own experience is probably the most powerful way all children and adults have. Students' natural curiosity and skepticism is the driving force that I explore during my classes.

It probably takes longer to explain class material but I believe that curiosity naturally helps to realize how much students are already familiar with the subject, to shape their knowledge and introduce them to new horizons. Through maintaining of an inquisitive style of communications in class I expose students to different aspects of the material and repeat concepts with them. So, in a few words, my concept of teaching is to find what students already know and add on top of that.

It is always challenging and rewarding task for me to break up the silence in class room and encourage active learning process. I believe that the hardest work in teaching is not to release or present material to audience but to open those minds to accept it. I usually strive to establish free-to-fail atmosphere, which helps to realize student interests and involvement into class discussions. Other useful tools that I use in class are games, relative comparison of subject to other things in the world, personal examples and exposure of students' own experience and practice.

Speaking of my personal growth plan, I would like to continue exploring and developing techniques to further personalize educational approaches. As a matter of my professional interest I see morally important to integrate evidence of conservation, coexistence and sustainability research into my courses.

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