

TEACHING PHILOSOPHY

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TEACHING Teaching is informed by research, professional service, and public outreach. Research is a form of learning that is vital to keeping lesson content current. Service and outreach help us stay in touch as citizens and ensure we are keeping pace with contemporary issues. To teach actively is to design and implement engaging learning experiences. Teaching is a process by which I help students learn how to learn.

- GOALS**
- To enhance the quality of the educational experience for which I am responsible.
 - To cultivate unique methodical explorations of possibility.
 - To facilitate the acquisition of lifelong learning skills such as curiosity, listening prowess, creative thinking, critical reasoning, and effective communication.
 - To develop a student's sense of his/her rights and responsibilities both as a citizen and a professional.
 - To encourage my students to set their own goals regarding their own learning experiences.
 - To explore, incessantly, innovative ways of enriching the educational experience of my students.

RESPECT Learning opportunities increase when students feel comfortable and are encouraged to participate. Students can educate and influence each other by bringing life experiences and interests into dialogue through classroom discussions, brainstorming sessions, oral and visual presentations, and group critique. Mutual respect fosters open discussion and student experimentation in classroom activities. Supportive environments respect and promote intellectual diversity.

EXPERIENCE Education should offer active, personal, direct experience with real world contexts. Active learning happens when students travel an iterative path that provides concrete experience, time for observation and reflection of that experience, time for the formulation of abstract concepts based on that reflection, and time for testing new situations, evolving into new concrete experiences. Experiential learning involves taking risks and learning from mistakes.

QUESTIONING Asking a good question is more important than finding an answer. There are good questions and, there are better questions, but there is no such thing as a bad question. The ultimate pedagogical encounter generates more questions than answers.

INSPIRATION It is less my job to teach my students what to learn than it is to teach them how to learn. My best teachers taught me how to learn, both by engaging me in preplanned directions, and guiding me through processes whereby I could discover solutions on my own.