

Teaching Philosophies and Philosophy of Education

Objectives for this session:

- Practice asking philosophical questions about your own teaching
- Familiarise yourself with the idea of a TPS: what it is for, and what might be in it
- Reflect on and discuss what would constitute an ideal teaching session for you
- Begin to formulate key ideas for your TPS

Some additional readings:

Albrecht-Crane, C. (2005) "Pedagogy as Friendship" in *Cultural Studies*, vol. 19, no.4, p.491-514. (Online: Taylor and Francis)

Bailey, Richard (2010) "Indoctrination" in *The SAGE Handbook of Philosophy of Education*. (London: SAGE Publications Ltd.)

Cholbi, M (2014) "The Anti-Conservative Bias in Education is Real, But Not Unjust." in *Social Philosophy and Policy*, vol. 31, no.1, p.176-203. (Cambridge: CUP)

Illeris, K. (ed.) (2008) *Contemporary Theories of Learning: Learning Theorists in Their Own Words*. (London: Routledge)

Levinson, M. & Reid, E. (2018). "The Paradox of Partisanship" in *On Education. Journal for Research and Debate*, vol.1, no.1

Paul, R. and Elder, L. (2007) "Critical Thinking: The Art of Socratic Questioning" in *Journal of Developmental Education*, vol. 31, no.1, p.36-37.

Schoenwetter et al (2002) "Teaching Philosophies Reconsidered: a conceptual model for the development and evaluation of teaching philosophy statements" in *International Journal for Academic Development* vol. 7, no.1, p.83-97. (Online: Routledge)

Yancy, G. (2016) "I am a Dangerous Professor" in *New York Times*, 30th Nov. 2016. (Online)

Imaginative Exercise

Swap handouts with your partner. Assign roles.

Player One: Imagine you have just walked out of the best teaching session you have ever given. Imagine that Player Two is a friend who works in a different department. Tell Player Two all about it - focusing on what went well and why.

Player Two: Make notes on the front page of Player One's handout. Ask questions to help Player One explain what went well in their session. Give Player One back their handout, with your notes.

Swap roles after five minutes.

Partner's notes on imaginative exercise:

Card-Sort Activity

A card-sort activity is a tool for introspection and analysis; it is a way of making your understanding of a complex phenomenon more explicit, and revealing underlying structures.

In this case, the phenomenon is your teaching practice. The purpose of this exercise is to clarify your thinking about your teaching philosophy, and develop some key themes or ideas which can form the basis of your teaching philosophy statement.

You have a deck of 52 cards labeled with concepts relevant to teaching and learning. These concepts are broadly applicable and presume little or no prior knowledge. In particular they do not deal with theories of learning and education; though you may want to appeal to those in step 2, below.

Because the purpose of the exercise is to prepare to write your teaching philosophy, you should feel to interpret the concepts in whatever way makes most sense in the context of your teaching practice.

1. Go through the deck and divide the cards into two piles: those which you think are important to your teaching philosophy (“in”), and those which are not (“out”).
2. Take the In pile, and spread the cards out in front of you. Try to organise them into clusters such that each cluster has a rationale or underlying structure which you can summarise in a sentence.
3. Make notes in the space below, and/or overleaf. You may also want to take a photo of your arrangement of cards.

Card-sort notes:

Cluster One concepts:

Summary sentence:

Cluster Two concepts:

Summary sentence:

Cluster Three concepts:

Summary sentence: