

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 the insights and experiences 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;

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-

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