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My Own Teaching Philosophy

Instructions:

1. *Write your **own** teaching philosophy statement. This should not be quoted directly from any of the philosophies discussed in class rather use them as reference in coming up with your own.*
2. *Analyze your philosophy statement based on: aim of education, teaching-learning process, and methods of teaching.*
3. *Draw conclusion based on your answers to 1 & 2.*

I. Teaching Philosophy Statement

I believe that education should be an act of demystification. True, efficient, and effective learning takes place when complex ideas are turned into simple and accessible ideas for everybody's understanding. Knowledge shouldn't be a list of facts to be memorized, but a set of tools to be understood, owned, and applied. I believe that an educator's primary role is to act as a translator, taking the vast and highly technical nature of our reality (in hard and soft science, as well as vocational education) and rendering it into a language and context that resonates with the learner, thereby fostering genuine understanding and a passion for inquiry.

II. Analysis (in terms of):

A. Aim

The aim of this philosophy is for the learners to attain conceptual mastery and practical application of the learning they will receive. Students ought to understand the core principles of a subject and see how it is being seen in action throughout their chosen discipline or in their everyday lives. This will equip them with transferable skills that they can use to solve real-world problems they face. Given that this philosophy aims to build conceptual mastery, they will develop into active, critical thinkers who are capable of independent learning and innovative problem-solving.

B. Teaching-Learning Process

The teaching-learning process would be a series of simplification and application. It begins with the teacher, who is acting as "demystifier", presenting the lesson for the day as prescribed in the curriculum guide and breaking the lesson down into its most basic, understandable elements. This is done through clear explanations, analogies, and the use of the vernacular. The learning process then shifts to the learners, who must be able to explain the learned concepts to their peers, teacher, or to someone who is a novice to the subject matter. The learners will then find applications of this simplified knowledge in more complicated, real-world scenarios or situations. This is highly interactive and student-driven as the process encourages them to turn a highly technical concept into a simple concept and find out how it is observed in the practical sense.

C. Methods

Key methods of this philosophy involve the following.

- Simplification and Analogies: Teachers will use the vernacular, or the prevailing common-day language of the learners, and use familiar analogies to introduce new concepts. For example, the teacher can explain the flow of electricity by comparing it to the flow of water.
- Active Recall and Peer Teaching: Learners are expected to recall complex concepts into simple ideas and explain them in their own words, as if they are teaching someone else. This was inspired by the Feynman Technique, which can help teachers uncover gaps in the learner's understanding.
- Problem-based Learning: Instead of traditional lecture or seminar-style classes, learners will be presented with a problem or projects that require them to apply the simplified concepts they have learned.
- Contextualization: The teacher ought to find contextualization from the lesson within the daily, practical lives of the learners. This could be from personal experiences, daily encounters with certain objects and instances, or current public affairs.

III. Conclusion

My teaching philosophy captures the essence of demystification of knowledge, which can be seen as a practical, efficient, and effective education for anyone, regardless of their background, educational attainment, and status in life. By emphasizing the conceptual understanding of the learners, this not only makes learning more accessible and meaningful, but it also fosters critical thinking skills, problem-solving, and communication. It aims to be a transformative process that helps learners to be able to use the highly technical knowledge that education has to offer to the practical aspects of living, seen through daily encounters. Ultimately, this philosophy empowers learners to build connections and apply technical knowledge as a tool to make sense of the world around them.