FACULTY TEACHING CERTIFICATE PROGRAM
2009-2010
CAPSTONE PROJECT:
PHILOSOPHY OF TEACHING

Kari Velzke
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Social Work Teaching Assistant
Minnesota State University, Mankato
Promote Active Learning
- “prototypic teaching method for active learning is discussion” and practicing skills to “integrate, apply and think” (McKeachie, 1999, p. 45)

Team Based Learning
- Cognitive Psychology research supports more effective memory recall through explaining, summarizing and questioning rather than lecture (McKeachie, 1999)
- Peer Review and Peer Teaching Syndicates
  - “Skills in working cooperatively is essential for most vocations” (McKeachie, 1999, p. 159)
Teaching Objectives Continued

- Strive for Student Excellence
  - Student’s mastery of course content
  - Meeting course goals and objectives
- Prepare students for real world situations
  - Avoid parroting back facts and information
  - Apply information to multiple situations to enhance critical thinking skills as there is more than one way to solve problems and think “outside the box”
  - Understanding group dynamics to work successfully individually and in the team environment
  - Peer review work and offer constructive criticism
Learner Centered Approach
- Facilitate student learning
- Foster life long learning
- Enhance critical thinking skills
- Integrate current research and best practice in the classroom
- Empower students through strength-based learning activities
Social Learning Theory (Barker, 2003)
- Umbrella under Behaviorism
- Founding father is Psychologist, Albert Bandura
- Cognitive process of learning through observation of others
- Imitation of observed or modeled behaviors
Teaching Methods

- Link content to students experiences
- Build on existing coursework and assignments
- Construct student led discussions (with initial prompts as needed)
- Incorporate technology to enhance learning
- Model professional behaviors and scholarly work
My application of Team Based Learning in the classroom

- Creates comfortable environment
- Students actively involved and interested
- Students have better command of the material
- Opens dialogue and sparks active discussion
- Empowers students to take on leadership roles and practice “public speaking” in front of peers
- Builds student confidence and ownership of course material
FTCP Results and Outcomes

- Links to Faculty Resources
  - Teaching with Technology
  - Best Practice Teaching Online
  - Service Learning resources and best practice
  - Valley View Writing Seminar
  - Creating relationships and linking resources with faculty outside my department
  - Additional trainings and opportunities
FTCP Results and Outcomes

- Active Learning
- Classroom Assessment Techniques
- Course Design
  - Converted SOWK 214: Community Social Service Projects class from traditional to hybrid
- Teaching with Technology
  - Incorporated the use of technology in student learning
FTCP Results and Outcomes

- Developing and Using Rubrics
  - Requirements, recommendations, resources and models
    - Consistent grading method
- Diversity in the classroom
- Service Learning
- Capstone Project Presentation
- Enhancing my teaching skills, classroom management and overall confidence in my abilities
Rewards of Teaching

- Personal satisfaction
- Recognizing and using the “teachable moment” and witnessing the transformation when the student gains understanding of concept
- Build my confidence level to implement research based curriculum and outcomes, and best practice in the classroom
- Meet future goals in my professional undertakings in securing a tenure track teaching position and scholarship
Why Teaching is Important to Me

- Teaching should be interactive and stimulate the learner, going beyond lecture to a learner centered approach.
- Teaching goes hand in hand with research (McKeachie, 1999).
- Interested in earning my PhD in research and securing a tenure track teaching position.
- Interested in Social Work research and education.
- Interested in evaluating social work education.
