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HONS 490-50
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Statement of Teaching Philosophy

Although I have never taught a college course before, I have experienced learning in many different environments and held positions of leadership which provided mentorship opportunities. Longwood University believes in the idea of citizen leadership and strives to demonstrate this philosophy to all students, faculty, and staff. This creates an environment that allows learning through leadership. My past opportunities and experiences with citizen leadership have led me to value teaching on a level I had not before. The foundation of being a good teacher is creating an environment cohesive to learning and providing students with information that can be easily understood and processed. From there, branches of the teaching philosophy can come into play.

A teacher should engage student's critical and creative thinking skills to provide a well-rounded form of learning. Lessons should administer information while also allowing for curiosity. A student should never leave a classroom satisfied, but instead craving more.

Teachers should also create relationships with students on a deeper level. Students who feel valued in the classroom are more likely to participate and ask questions. By creating relationships past a name on a roster, a college professor can become a mentor who can maintain a feeling of safety within a classroom or lecture hall. This entails talking to students about more than the lessons, but their lives as well. Granting opportunities for students to meet one-on-one and opening a forum for deeper conversation allows the students to feel heard.

I also believe that teachers should be open to learn from their students. I have committed myself to being a lifelong learner. By listening to praise as well as criticism from students I can

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adapt and be an even better educator. This can also deepen the relationship I wish to create with students.

A good college course should do all these things. A class that just feeds terms and dates to students to memorize does not engage critical or creative thinking. Lessons in the classroom should involve interaction between students and the professor. Students should also be given opportunities to collaborate on projects with their peers. A course should be applicable to the real world and provide examples of case studies that show how the lesson connects to our daily lives. In the end, a course should be memorable and be a positive experience for everyone.