Teaching Philosophy Examples by UWL Instructors
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http://www.uwlax.edu/provost/academics/IAS_Samples/iasportfolios.html

Biology, Scott Cooper
Traditional introductory biology courses are very content heavy, with an emphasis on memorizing terms and definitions. We were concerned that students would quickly forget what they had learned, and would not be able to use what they had learned in later classes. We made the decision to focus less on memorization of facts, and more on application of concepts learned in class to solving problems. To decide what content to keep, we asked instructors in our core courses to identify what concepts they would like to see stressed. In some of the problem solving exercises we ask students to apply basic concepts to understand and solve problems related to key concepts covered in class. This helps to reinforce these key concepts, and lets the students see the importance of these concepts in understanding many biological processes. Other problems are related to current issues in the news. These are designed to allow students to see that the concepts being learned in class have relevance in their daily lives.

The BIO 103/105 labs were traditional "cookbook" exercises in which students worked alone, conducting experiments that required little more than filling in blanks in their lab manual. We revised our Introductory Biology labs in 2000 to include a "student active pedagogy" in which groups of students design and perform some of their own experiments. The format of the lab portion of the course has also changed from 12 individual labs to a format of three units each lasting four weeks (**Appendix C**). In the new format, the students work in teams to solve problems, design experiments, analyze data and prepare reports. This allows students to get a more realistic experience of how science is practiced.

Exercise & Sport Science, Brian Udermann
Teaching Philosophy. I am extremely passionate about the classes I have had the opportunity to teach at UW-L. I truly believe in, and feel that it is important for students to learn the appropriate content in the courses that I teach. This ultimately will prepare them for graduate school and/or their career. However, over the past few years of teaching I have begun to realize and appreciate the importance of going beyond simply covering course content. I work very hard to engage students in my classes and to get them to be excited about learning (not just in my courses, but in all their courses) and take ownership in their college educational program. I try to incorporate the following in all of the courses I teach:

- Discussing diversity and the importance of treating people with respect.
- Being an example to my students in my enthusiasm for the subject matter as well as practicing what I teach (e.g., healthy lifestyle practices).
- Having students realize and appreciate that the material I cover in my courses is relevant and connected to their other courses (general education and their major).
- New research findings related to the class content.
- Utilize personal stories, demonstrations, speakers, and activities when possible to enhance student interest and learning.

Sue Anglehart, Microbiology
I have two primary goals to accomplish in each of the courses that I teach. The first is to provide a safe, encouraging environment where each student has the ability to grow as a learner and a citizen. The second is to encourage a passion for learning about microbiology and to help students develop effective tools for learning in the sciences. Students not only learn content in real time, but develop habits that produce a life long love of learning. I believe that it is my responsibility to provide clear, consistent guidelines for my expectations and to apply those fairly to all students in the class. I strive to deliver content in an organized and interesting manner

and to provide the rationale for why that content is important. I feel very strongly that the level of scientific literacy in our society is at a dangerously low level. Whether I am teaching majors or non-majors, it is a consistent goal of mine to foster a level of discussion that connects scientific knowledge to social, political and economic issues.

Mathematics, James Peirce

My strongest quality as a teacher is simply my passion for mathematics, which I believe is contagious in the classroom. My primary goal as a teacher is to use my enthusiasm for mathematics to motivate my students. I project an upbeat attitude when I am in front of the class; I take pauses in the lecture to interject math anecdotes; and I provide short historical accounts of the mathematicians who discovered the material. I also continually tell students that I am willing to spend extra time working with them. I believe that this commitment and attitude inspires my students to put more effort into the course. I felt proud that I had achieved this goal when I received a student evaluations that said, "I heard math classes were hard no matter what teacher you get. Dr Peirce, you made it a little easier to understand. I am glad I stuck through this class." (See Appendix A) The principle at work here is simple: motivated students work more and hence learn more.

I believe that a good instructor must invest time in preparing a clear, precise lecture. Like a good story, a lecture needs to have a beginning, middle, and a well-constructed end (including a climax if possible). These parts of a story are crucial to capturing the student's attention and sustaining their interest during the lecture. I do this by constructing appropriate examples, finding applications that are interesting to students, and anticipating difficult areas in the material. When commenting on the class, students are quick to mention the usefulness of the examples: "You covered the material thoroughly and gave many examples, which helped a lot." and "Examples in class were very, very helpful!" (See Appendix A)

When preparing a lecture, I carefully construct examples that review the recent ideas and present the students with a concrete, often visual example. I practice these illustrations beforehand to ensure that during lecture I am able to reproduce the clearest picture of what I want to demonstrate. Beyond preparing simple examples that demonstrate basic math techniques, I have also made a habit of presenting real-world application in my classes. Math students come from various departments on campus, so I keep on hand an arsenal of real-world examples from a wide range of fields, from Business to Population Biology. For instance, in my differential equations class, I noticed that a particular topic was the source of confusion for many students. Now when we study that topic, I introduce the material in terms of a Mathematical Ecology problem, and have my students read a supplemental review I've developed on how the concept at hand is used to model the dynamics of the HIV virus as well as a fun model about the ups-and-downs of love. I hope my rich collection of real-world examples helps students connect to and remember the material, feel motivated to continue in math by seeing how math can be used, and maybe catch a glimpse of the beauty of mathematics. I know that this is approach is working when a student comments, "I love how he relates math to every day life." (See Appendix A)

Another important aspect of lecture preparation is anticipating difficult areas and common errors, and preparing a strategy to address those questions in a way that encourages students and accommodates different learning styles. When I spot a topic that will be difficult for students, I devise a series of questions, each question following from the previous answer, which leads the students to the correct conclusion. This technique involves students actively in the lecture, and gives them the feeling of discovery and accomplishment. Anticipation of difficult area becomes easier the more I teach a class. I think that this was evident in my college algebra course during the 2004-2005 academic year. In the Fall semester, I taught College Algebra for the first time in my career. Some lectures went better than others and I created notes on places to make improvements. During the following semester I acted on these improvements and my student evaluation of instruction scores increased from 3.83 to 4.35. (See Student Evaluations section below)

I believe that active involvement in class increase students' confidence and give them the experience to work problems on their own. When I take questions from students, I always keep three things in mind: I involve the whole class in thinking about or addressing the problem; I emphasize the progress that the question-asker has already made on the problem and the progress that the class makes in solving the outstanding question; and I take as much time as is needed, either during the lecture or after class. I hope that students are comfortable

asking questions during class. However, I know some students prefer asking questions one-on-one during office hours and I strongly encourage them to stop by my office by having an open door policy.

I try to be as approachable as possible outside of class. I know students in my lower level classes have trouble with math and are math phobic. I try to encourage them to work on problems on their own and come see me when they are stuck. I enjoy helping students during office hours. I know I am doing this well when students comment, "Dr. Peirce has been very understanding and helpful when it comes to needing further help outside of class" (see Appendix A)

Finally I believe that any instructor should always strive to be a better teacher. There is never a point when I believe I know all there is to know about teaching. I constantly work to be a better educator by seeking out opportunities to teach in different settings, by asking my colleagues to observe and evaluate my teaching, by noting teaching styles whenever I am listening to an accomplished instructor, and by keeping notes from one course to the next...all in an effort to continually update and improve my teaching method. My ultimate goal in teaching mathematics is to use my passion for mathematics to inspire my students in the same way I was inspired when I was a student.

Psychology, Carmen Wilson

My father was a professor of Adult Education. As I child, I asked him what he did. He responded, "I teach adults how to teach adults." This response, like many I received from him, did not make much sense! As a first or second grader, I could not figure out who in the world would teach *adults*. After all, what intelligent adult would actually continue to go to school? I did not realize the multitude of settings in which adults might go to learn new things. I certainly did not count college as one of those settings. I attended college where my father taught, and while in school I frequently stopped by his office. Many times, my father would be talking with a student, and as I listened to their conversations, I realized that he interacted with me in the same way he interacted with his students. He was never not teaching and learning with his students or with me. In effect, I was trained to be a teacher all my life. After I began teaching, I had a conversation with my father about an assignment I gave to one of my classes. The assignment involved students identifying a value and describing how they developed that value. I gave students an example from my own life to illustrate what I expected of them. My father made the comment that "students love that". I immediately thought he meant that they appreciated the example of the process, but he corrected me. What students love, he said, is knowing who I am as a person. That comment has stayed with me and, like much of what I learned from my father, shaped how I think about teaching and learning and what I do in and out of the classroom.

As the identified "teacher", I have several responsibilities. One of my responsibilities is to create a class climate in which students want to learn. One of my goals is that students become excited about the material, or in the case of my statistics based courses, as least develop an appreciation of the material! I use several methods to engender this excitement. First, I truly love what I teach, and therefore cannot help but model enthusiasm about the material. Psychology and my love of learning seeps into everything I see, hear, and read. Students soon realize that who I am in the classroom is simply who I am; it is not an act. A student in Advanced Research Methods commented, "*The instructor always seems excited about the material often providing catchy jingles to remember formulas. She has a great sense of humor*."

Second, I frequently use examples from current events in my courses. For example, I listen to National Public Radio every day. I replay stories I have heard in my classes to illustrate related points. I also encourage students to provide examples they have encountered in jobs or in the media. Students appreciate the opportunity to apply the information to their experiences; for example, a student in my Child and Adolescent Psychopathology course noted, "D*r. Wilson always seems interested in what the students have to say to contribute to the lecture which was nice.*" Third, while I do rely primarily on lecture, I use a wide variety of active learning techniques not only to improve understanding, but also to encourage students to have fun in the classroom (see Appendix A: Active Learning and Classroom Assessment Techniques in Statistics and Research Methods). I discuss the techniques in more detail in the *Faculty Development and Scholarship of Teaching and Learning* section of this portfolio.

A second responsibility is to be approachable both in and out of class. I frequently pause during lecture and ask for questions or comments. Even if a student does not fully understand a concept, I try to find something the student said that was correct or evidence of good thinking. While we cannot ignore that I am the

expert and the one who assigns grades, I want students to feel comfortable, not intimidated. They too are experts. They have experiences I have not, and they certainly know best how they best learn and understand information. We need to respect each other. Written student comments suggest I am successful in my attempts to be approachable. For example, a student in my Psychological Measurement course wrote, "*Dr. Wilson is always willing to take questions and answer them in a manner in which is understandable.*"

A third responsibility is to have a well developed idea about what students should know and be able to do when they leave the course and to communicate that expectation to the students. My overall goal is to help students become good *evaluators* and *users* of information. The ability to make good decisions is dependent upon disentangling the good, useful information from the meaningless. Additionally, simply knowing something is rather hollow unless one knows what to do with the information. To that end, I strive to make my classes process oriented and applied in nature. I try not to teach simple facts, but instead try to help students understand general concepts through the presentation of applications and examples. I find that students have difficulty truly understanding purely conceptual information without concrete examples to which they can tie the concept. Many students comment on the examples I use in class, for example a student in Psychological Measurement noted, "*Dr. Wilson gives examples for everything which is helpful in applying the information*."

In my statistics based courses, my objective is to teach students a particular process. In Psychological Measurement, students should know how and be able to evaluate a measure by the time they leave the course. In the first half of the class, I give students the statistical tools they need to evaluate measure, and in the second half we practice using these tools on a variety of tests. In Advanced Research Methods, students should be able to design a research project, collect and analyze data, and describe the results. Throughout both courses, non-graded classroom assessment techniques, assignments and exams continually challenge students to apply the concepts they learn (see Appendix B: Example Formative Evaluation Student Responses and Appendix C: Course Materials). I frequently receive messages from past students who go on to graduate school. A common theme of these communications is how much better they understand material in their statistics or research course than their peers (see Appendix D: Notes from Students).

In my abnormal and listening courses, my objective for students to be able to apply and use the information they learn in class. I always provide some example, from my experience as a clinician, the media, current events, or films. I constantly encourage students to share examples from their experiences. I use informal in-class writing to help in this process. I find that if students write their thoughts and then share them with a neighbor, they often are more apt to share with the class at large. Again, my assignments and exams are almost solely applied in nature (See Appendix C: Course Materials).

Finally, it is my responsibility to learn from my students. I believe learning is a cooperative effort. Not only do my students often provide new interesting examples and applications of content, but they also teach me how I can better present information or more effectively interact with people. I give serious consideration to student comments. I may disagree with a comment, but I try to assure my disagreement is based on reason rather than defensiveness. I see myself as a guide in the learning process. I often challenge students to discover the formulas or concepts on their own with my questions leading them. I have found that while it is easier for me to just answer a question outright, students remember information much better when they are required to develop their own solutions. In the end, I do not base the content, the process, or the expectations of the course solely on how students feel. I do things I know I would have balked at as a student. I do those things with a purpose in mind, and I respect that students may find aspects of my courses annoying. While I do not apologize for those annoying aspects, I do try to explain my rationale to the students.

Overall, I want my students to see me not as a "Dr." but as a person, a person who can have fun learning, who can make mistakes, who can challenge and be challenged. As I want my students to become life-long learners, I will continue to strive to improve my abilities to guide students in their learning process.

Chemistry, Adrienne Loh

I view my primary goal as a teacher as one of helping students to become independent and creative thinkers. In Chemistry, as in most science disciplines, students are taught material principally through a discussion of how to solve problems. Unfortunately, students have a tendency to interpret this emphasis on solving problems as list of ways to get the right answer. While getting the right answer is important, I prefer to focus on the problem-solving methodologies themselves. To this end, I try to use approaches that help students conceptualize, interpret, and relate ideas and observations to the larger body of knowledge that they have already assembled.

In short, I try to help my students develop the critical thinking skills that form the basis of how chemists think. In so doing, I hope to also help them develop a stronger sense of self-confidence, an appreciation for the role that chemistry plays in our everyday lives, and a set of analytical problem-solving tools that will be beneficial in many other disciplines. I enjoy teaching and enjoy the material, and strive to make class an interactive and energetic place.

There are probably two main themes that recur in all of my classes: attention to detail, and the concept of an intellectual "toolbox" (an assembly of concepts and problem solving approaches that are portable and versatile in application). I believe that good science (and indeed good work in general) comes from not only understanding the big picture, but by also paying attention to the details. This comes in the form of presentation of work (showing work clearly, writing complete and clear sentences, etc.) as well as in the form of scientific details. I hold my students to high standards, and when I grade, I do so based on both the overall content and on the details. I believe that an organized paper comes from an organized mind, and vice versa. Thus I award a lot of partial credit for showing a problem solving approach. However, students must also have all the details in place to earn full credit (or even an "A"). For me, this is what an "A" characterizes: mastery of the material at both an overall and a detail level.

The other major theme that I emphasize is the intellectual "toolbox" of ideas – an approach to learning that emphasizes *how to think about* problems and material rater than simply learning how to solve each particular problem. I encourage students to think of new problems not as "new" but instead as different applications of the same tools. As a simple example, if a builder only learned how to use a hammer to pound in a particular type of nail into a particular type of wall, it would be of limited use. But understanding that a hammer is a tool that is useful for applying a pounding force of many different strengths in many situations, and also that it can be turned around and used as a claw makes it a much more versatile tool, and the user a much more versatile builder. One of my most common phrases is "if we can do the problem forwards, then we must be able to do it backwards, sideways, and upside down!" In class, I will often turn a problem "backwards" immediately after doing it "forwards", or give them assignments with similar problems to those done in class but with concepts arranged in a different order. As the semester progresses, I generally only need to say the first part of the sentence and my students will finish it for me.

In addition to my interaction with students in classes, I maintain an open door policy, and spend a large part of my day interacting with students on a one-on-one basis. I believe that self-confidence is essential for success, and I work hard with many of my students to help them develop trust in themselves and their abilities. Ultimately the most portable knowledge that I hope to help my students gain is how to think and learn with versatility, attention to detail, and excitement. I make an effort to keep in touch with my students once they leave my classes, and still have strong connections with many former students who have since gone to graduate school or into the work force.

There is a web site on the internet (www.ratemyprofessors.com) where students can post candid assessments of their professors as "guides" to future students choosing courses. The ratings on this site can be of wildly varying nature, depending on the mood of the posting students and other unknown variables. However, I was pleasantly surprised to see two recent ratings of my teaching in CHM104 that essentially epitomize the way that I hope students see my teaching and experience my classes:

> "The class is not easy (at least for me) but Dr. Loh is always ready to help, knows everything and she wants you to do well, is helpful in office hours and that makes her a great teacher. Keep up on the problem assignments or you may suffer."

> "Dr. Loh is by far my most interesting prof. She seems excited by the material and like she knows what she's doing. She is very helpful, but she is NOT easy. She expects a lot from her students. Work, and the class will go well for you. Take Dr. Loh."

Biology, David Howard

My teaching philosophy is based on a few tenets that combine my own empirical experience of what works for me as a learner and teacher with what I have learned from reading literature on SOTL and cognitive theory.

I work to **actively engage students in learning** as often as possible. "Active learning" has been a buzzword phrase for over a decade now, but the literature supports the value of actively involving students to generate lasting learning. In Cell Biology, I engage students by using **in class problems** (ICPs) in lecture and by creating labs where students design their own experiments. In General Biology, I use **personal response systems (clickers)** and ICPs in lecture, and I wrote guided inquiry experiments for the labs. Because Cell Biology and General Biology are such large lectures (~100 students) and contain a tremendous amount of content that is essential for the students' future careers, I feel that ICPs and clickers **strike a balance** between individual student participation and helping numerous students learn vast amount of content.**Evidence:** In Cell Biology, the majority of students reported that the ICPs were "much help" or "very much help" in learning the material (71%) and preparing them for the exam (75%). (see Appendix – Assessment of Cell Biology)

In a class like Microscopy where the class size is modest and there is not a vast amount of essential content, I am able to more fully involve students in their own learning. While I do still lecture to communicate theory, much student time is spent working on **independent original projects**. (See Appendices – Undergrad and Grad Microscopy Student Portfolios)

The pinnacle of active learning is performing undergraduate research, and I have a strong commitment to increasing student opportunities for research. Through undergraduate research, students have the opportunity to apply what they learn, build a context for long-lasting learning, learn new content and techniques, and learn how to be a scientist. Each year I have at least three undergraduate researchers working with me in the lab. My commitment to undergraduate research is more fully explained in the Scholarship and Service sections.

Another teaching and learning approach I find invaluable **is stimulating multiple sensory inputs to increase student learning**. Several lines of cognitive theory research support the idea that the brain's sensory memory system contains separate visual and auditory registers. At any one time, the visual register can contain only six to nine bits of information, and the auditory register can contain six to nine bits *independently*. Space is also limited in the working memory which constructs meaning from the sensory inputs, but working memory also seems to have separate verbal and visual loops. The implications for learning are that people can process more information and learn better when multiple senses are stimulated. For every concept in every class I teach, I **use diagrams, photos, animations, demonstrations, and video clips as visual stimuli** to accompany my verbal explanations. For example in Cell Biology, I use over 640 PowerPoint slides, most of which contain visual stimuli. When information can represented in a diagram that a non-artist can draw, I draw the model on the board so that the students are not only visually and verbally stimulated but also actively engaged with the concept. **Evidence:** 92% of students in Cell Biology reported that the PowerPoint slides were much help or very much help. (See Appendix – Assessment of Cell Biology) **Evidence:** In BIO 105, students reported, "**i** (sic) **love the way he relates biology to other matters and uses analogies it helps me to understand it even more."** Another student said, **"**i (sic) like when you use 'props'." (See Appendix – Assessment of General Biology)

Finally, I strive to **make learning accessible for everyone**. The active learning and multiple stimuli approaches discussed above have been shown to help women and underrepresented students in science, and I feel they help students who have unconventional learning styles and abilities. I work hard to make my classroom an inviting, supportive environment for all students. I encourage students to ask questions and answer them to the best of my ability. Furthermore, I make myself readily available to students outside of class. **Evidence:** Nominated for the Most Accessible Faculty Award in 2005 and 2006 (I received the award prior to promotion to Associate). **Evidence:** 93% of students in Cell Biology and 90% in BIO 105 responded that I "encourage students to ask questions and answer them well." (See Appendices – Assessment of Cell Biology and Assessment of General Biology) **Evidence:** 78% of students in BIO 105 reported that outside the classroom I am "highly accessible" (51%) or "couldn't be more accessible" (27%); 8% didn't know. 62% of students in Cell Biology reported that outside the classroom I am "highly accessible" (38%) or "couldn't be more accessible" (24%); 26% didn't

know. (See Appendices – Assessments of Cell Biology and of General Biology) In BIO 105, students said, "**Your class is a comfortable environment to ask questions becuase your (sic) always happy to answer them.**" And "Dr. Howard is an amazing professor-- he is so willing to help and has accurate, thorough, and easy to understand explanations (sic) and examples."

Accountancy, Kim Lyons

My primary objective in teaching pre-business students the basic skills of financial and managerial accounting is to convince my primarily non-accounting majors that their success in accounting is as important to their success in business as for those in the accounting major. Financial accounting is called "the language of business." It is the means by which a company communicates its financial position and performance to the rest of the business community. For those who major in accounting, learning the basics of recording and reporting is obvious. For the rest, learning the inputs of an accounting system gives relevance to its outputs. This is essential knowledge for anyone with a business degree since they will use the outputs (financial statements) to evaluate: external investment opportunities, internal resource allocation opportunities, credit worthiness of customers, liquidity and solvency issues, cost behavior patterns and predictability, and overall business competitiveness, success, or failure.

At higher levels my objectives are more toward mastery of the major, while learning to be flexible in dealing with real-world situations. Students in intermediate accounting are immersed in the rigor and detail of authoritative accounting standards while those in taxation take a hands-on approach to learning the Internal Revenue Code and process of tax return preparation. We must deal directly with the dynamic nature of the accounting profession and its ever changing reporting requirements. Not only are the Financial Accounting Standards Board (FASB) and the federal government constantly issuing new accounting and tax rules, but the effect of global trade has had a great impact on public companies and their reporting practices. Most recently, the Securities and Exchange Commission has mandated a change to International Financial Reporting Standards, which we will have to integrate into the classroom before the mandate takes effect. The Financial Accounting Standards Board has also recently condensed most all existing accounting rules into a single authoritative codification, the effects of which must be met in my classroom immediately, even before textbook publishers have time to react.

Health Professions, Erin Hussey

I believe that learning is developmental and that learners are capable of critical thinking and application at each developmental level in their educational process. Since the ultimate goal of this professional therapy program is to graduate students who can provide safe and effective therapeutic evaluation and treatment, the graduates must develop clinically relevant knowledge, critical thinking, and applied motor skills. In addition, they must be capable of passing a national board exam to achieve licensure.

Key elements for success: 1) support the development of knowledge and skills, 2) promote active learning and critical thinking skills, and 3) provide active learning opportunities that are clinically relevant.

1. Support the development of knowledge and skills

I use a skill ladder of instruction in which the students are provided with multiple opportunities to learn and practice skills. A skill ladder provides students with interval and formative feedback as they develop their knowledge base and their ability to demonstrate competency. This instructional method includes any or all of the following: lecture presentation, demonstration of selected skills, practice of skills in lab with instructional feedback, discussion regarding applications and appropriate range of variations in using the skill effectively, written criteria for skill competency, selected competency checks, and practical exams [Link - competency form]. To reduce examiner variability for practical exams, a standardized rubric is developed and discussed with each lab instructor before administration [Link: practical exam grading rubric]. When possible, each instructor has primary responsibility for the assessment of one skill set. Because of the criticality of safety in healthcare fields including physical therapy, safety is addressed at all levels of skill development and a critical lack of safety in the competency check or the practical exam would trigger an additional requirement of remediation. When critical errors occur within the practical exam, the student is provided one opportunity to repeat this demonstration and

must achieve a passing score on the practical retake exam to continue in the program. This policy supports the developmental needs of the student but also recognizes the need to protect the student's future patient by ensuring safety [Link – practical exam grading rubric and practical retake contract]. Subsequent to success in developing skill competency within a clinical course, the student's ability to apply these skills with patients is further assessed during clinical fieldwork activities and reported using the standardized assessment criteria of the Clinical Practice Inventory (CPI). Clinical fieldwork is administered by the Director of Clinical Education. I participated in this summary assessment of the skill ladder with PTS 751 in the fall of 2007. To promote the development of written communication skills, I use a writing emphasis approach to provide feedback to students at multiple intervals. Interval feedback provides the student an opportunity to learn from the feedback and demonstrate changes in subsequent clinical notes. An example of this interval feedback occurs during the course assignment of writing clinical documentation for a paper case with three sequential deadlines within PTS 621. For each of the assignment deadlines, the students receive feedback from me as the course instructor. For one of the assignment deadlines, the student also receives from student peers using a discussion board format. In this method, I am able to help students' read and critique written documentation for effectiveness, organization, and accuracy in addition to developing the ability to write clinical documentation. For this element of the case-based assignment, I provide additional guidelines and feedback on each student's ability to critically evaluate a clinical note and provide constructive peer assessment [Link - grading rubric for a progress note].

2) Promote active learning and critical thinking skills,
To be effective in physical therapy, students must be able to apply their knowledge and skills with patients in a safe and effective manner that demonstrates an ability to integrate patient data and synthesize the information using critical thinking skills. Critical thinking for clinical application is ultimately an active process which requires that students can function independently to integrate and reflect on their knowledge and skills in ways that are beneficial for the patient. To promote the development of critical thinking skills, I provide assignments and lab activities that include active and independent learning experiences and self reflection. In addition, I believe that students can benefit from critical thinking at each developmental level using review items and synthesis activities that challenge while reinforcing key points within the current content. As an example, students progress independently through a wheelchair and accessibility module in PTS 621 using an established sequence from a) independent study of posted materials, b) successful completion of an online quiz, c) active experience functioning from a wheelchair, to d) submitting a reflective paper as a summary of their experience [wheelchair and accessibility assignment].

3) Provide active learning opportunities that are clinically relevant.
I believe that learning is enriched when the student can connect their education and skills to real-life circumstances and applications. Development of these real-life applications may occur in the form of service learning opportunities in which the outcome benefits both student and the community (group or individual). The goal of an outcome project in PTS 723 requires that students demonstrate how the project was targeted to provide information or service to the individual or group. The framework of the assignment allows the students some flexibility in meeting the criteria. EXAMPLES: a) web projects that provide consumers with information about accessibility topics, b) summary posters providing peer physical therapy professionals with summary of evidence leading to a clinical recommendation, and c) community guests who have personal experience with neuromuscular conditions are invited into interactive labs during fall semester course. [http://acadweb.uwlax.edu/07Fall/SAH/PTS723/awareness/]. I believe students in health professions benefit from interaction with other students and professionals representing intra-disciplinary (physical therapy) and inter-disciplinary (other health care) team members. Because of this, I develop and promote active learning experiences in which physical therapy students can explore roles & relationships within health care teams. EXAMPLES: a) interactive lab activities with Physical Therapist Assistant students, and b) interactive lab activities with Occupational Therapy students. [Link –Interactive lab activity OT and PT students]

English, Ryan Friesen

My teaching philosophy is reflected in my course design. When teaching rhetoric and composition, I have three objectives: to introduce my students to strategies and forms of writing that they will be expected to master as undergraduates regardless of their field of study; to suggest tactics for reading critically and responding objectively to common academic texts by demonstrating that challenging professional essays will yield to investigation; lastly, to guide practical workshops in which students organize ideas, compose arguments, and learn to evaluate writing with an attitude open to deconstruction and renovation.

The first objective—teaching students the characteristics of effective college writing—is accomplished

through assigned readings in a chosen textbook (such as *The Prentice-Hall Guide for College Writers*) and live exercises based on difficulties that I have noticed in my student's essays. I apply the elements of good organization and communication presented in the textbook to the writing projects that I've assigned to my students, so in each case the lessons remain practical and relevant as students learn to recognize effective habits in their own performance.

The second component of the class requires students to read from an anthology (I have used Lee A. Jacobus' *A World of Ideas* in the past but currently use Gilbert Muller's *The New World Reader* for its socio-political focus) and come to class having tried to analyse the assigned passage on multiple levels: first, to have objectively determined the writer's argument and the main ideas that s/he presents; secondly, to identify strategies of argumentation, rhetoric, and structure employed by the author; thirdly, to audit the success of these elements as they communicate the author's perceived intent. The primary focus is on helping students to build a tool box of composition techniques for use in their own work. This reading puts into student hands the fundamental texts that they will hear referenced during their academic careers, often as if these works were monolithic and accessible only through a lecturer's distillation.

While I expect students to have completed assigned readings outside of class (and simple quizzes demonstrate that the expectation is being met), I understand that internalizing the values and traits of successful writing requires seminar-style discussion of the concepts involved, and that is how I manage class-time. One of my tasks during this part of the course is to identify recognizable standards of good writing (as well as vague, pretentious, and unsuccessful writing) by professional journalists, critics, and technical writers, and to reduce those standards to manageable goals. By inviting students to disassemble great works, I want them to see that reading and writing are practical crafts that require active, invasive attention.

The third element of my course places students into small groups and requires them to show one another the schemes and preparations they have made to research, organize, and support their writing projects, the drafts of those projects as they progress, and the editing process they have undertaken in response to advice from readers. I provide them with appropriate, efficacious language for critique by introducing them to a handbook such as Diane Hacker's *A Writer's Reference*.

I often ask small groups to present a summary and critique of secondary readings that they will have had the responsibility of digesting outside of class before presenting to their peers. If I notice a reluctance to discuss a particular concept, or if some material has proven particularly challenging, I will ask these same small groups to discuss the topic amongst themselves before collating their ideas and suggesting how the concept under discussion might be approached; whenever possible, I hope that understanding arises from discussion instead of being revealed from above.

The role of lecturing in my courses is minimal, but often necessary; I do not assume that students should adopt through osmosis or independent study all of the terminology and concepts needed to further their reading and composition, so I present this information to them as it is needed. Once students have been given the essential tools, however, I prefer to facilitate their understanding by having them tell me what they have learned and how they might evaluate and integrate these lessons.

My experience with teaching composition to ESL students began with my training as a Writing Center tutor at Winona State University. The training was thorough and combined ESL pedagogy and theory with the practical experience of tutoring dozens of Chinese, Japanese, Middle-Eastern and African students each semester. I gained considerable empathy for the challenges faced by students studying abroad when I struggled to learn Japanese while studying in Japan, where I taught English to traditional and non-traditional Japanese students. My training as a graduate student included teaching composition and reading strategies to a mix of traditional, non-traditional, and ESL students; I have enjoyed a similar demographic in my classes at UW-L. I have made a point of attending seminars on campus that focus on this topic because I value the mix of cultures that a university such as ours provides, and this topic is one of the themes I deal with most often in class readings.

I am also committed to the responsible integration of technology into the classroom, and I believe that students must learn to apply the critical standards for good scholarship that they learn in my course to the material that they encounter in electronic media. The vast number of electronic resources that facilitate professional research and provide ease of access to a vast body of primary and secondary sources can be opened to undergraduates through demonstrations of databases, electronic texts, and online journals. In a course that is expected to contain many elements and encourage many forms of academic development, it may not be possible to present more than an index of the ways that technology can be both the subject and facilitator of education, but it is crucial to provide essentials on which future courses can build.