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After the workshop, you can take the inventory here: http://teachingperspectives.com/html/tpi_frames.htm. For now, however, the following summaries offer a starting point for reflecting on your philosophy of teaching and learning, and ultimately your beliefs about knowledge in general.

Each of the paragraphs below represents a different perspective on ‘good teaching’. Keep in mind that these five are not mutually exclusive perspectives. In our research involving hundreds of teachers, the vast majority hold one or two dominant perspectives. Many hold an additional 'back-up' perspective that is high, although not dominant. This combination of dominant and back-up perspectives allows teachers to accommodate changes in context, content, and learners. Common sense requires that no one can operate from all five simultaneously, since they represent contrasting and sometimes competing views of teaching.

### Transmission

**Effective teaching requires a substantial commitment to the content or subject matter.**

Good teaching means having mastery of the subject matter or content. Teachers' primary responsibilities are to represent the content accurately and efficiently. Learner's responsibilities are to learn that content in its authorized or legitimate forms. Good teachers take learners systematically through tasks leading to content mastery: providing clear objectives, adjusting the pace of lecturing, making efficient use of class time, clarifying misunderstandings, answering questions, providing timely feedback, correcting errors, providing reviews, summarizing what has been presented, directing students to appropriate resources, setting high standards for achievement and developing objective means of assessing learning. Good teachers are enthusiastic about their content and convey that enthusiasm to their students. For many learners, good transmission teachers are memorable presenters of their content.

### Apprenticeship

**Effective teaching is a process of socializing students into new behavioral norms and ways of working.**

Good teachers are highly skilled practitioners of what they teach. Whether in classrooms or at work sites, they are recognized for their expertise. Teachers must reveal the inner workings of skilled performance and must translate it into accessible language and an ordered set of tasks which usually proceed from simple to complex, allowing for different points of entry depending upon the learner's
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capability. Good teachers know what their learners can do on their own and where they need guidance and direction; they engage learners within their 'zone of development'. As learners mature and become more competent, the teacher’s role changes; they offer less direction and give more responsibility as students progress from dependent learners to independent workers.

Effective teaching must be planned and conducted "from the learner's point of view". Good teachers must understand how their learners think and reason about the content. The primary goal is to help learners develop increasingly complex and sophisticated cognitive structures for comprehending the content. The key to changing those structures lies in a combination of two skills: (1) effective questioning that challenges learners to move from relatively simple to more complex forms of thinking, and (2) 'bridging knowledge' which provides examples that are meaningful to the learner. Questions, problems, cases, and examples form these bridges that teachers use to transport learners from simpler ways of thinking and reasoning to new, more complex and sophisticated forms of reasoning. Good teachers adapt their knowledge to learners' levels of understanding and ways of thinking.

Effective teaching assumes that long-term, hard, persistent effort to achieve comes from the heart, not the head. People become motivated and productive learners when they are working on issues or problems without fear of failure. Learners are nurtured in knowing that (a) they can succeed at learning if they give it a good try; (b) their achievement is a product of their own effort and ability, rather than the benevolence of a teacher; and (c) their learning efforts will be supported by both teacher and peers. Good teachers care about their students and understand that some have histories of failure resulting in lowered self-confidence. However they make no excuses for learners. Rather, they encourage their efforts while challenging students to do their very best by promoting a climate of caring and trust, helping people set challenging but achievable goals, and supporting effort as well as achievement. Good teachers provide encouragement and support, along with clear expectations and reasonable goals for all learners but do not sacrifice self-efficacy or self-esteem for achievement. Their assessments of learning consider individual growth as well as
Effective teaching seeks to change society in substantive ways.
From the Social Reform point of view, the object of teaching is the collective rather than the individual. Good teachers awaken students to values and ideologies that are embedded in texts and common practices within their disciplines. Good teachers challenge the status quo and encourage students to consider how learners are positioned and constructed in particular discourses and practices. To do so, they analyze and deconstruct common practices for ways in which such practices perpetuate conditions that are unacceptable. Class discussion is focused less on how knowledge has been created, and more by whom and for what purposes. Texts are interrogated for what is said and what is not said; what is included and what is excluded; who is represented and who is omitted from the dominant discourse. Students are encouraged to take critical stances to give them power to take social action to improve their own lives and the lives of others. Critical deconstruction, though central to this view, is not an end in itself.

Teaching Philosophy Brainstorming:

After reading over the perspectives above and thinking about your own beliefs about teaching and learning, use the next page to jot down a few ideas that might guide your teaching practice.

- What do you believe is the purpose of education?
- What habits, attitudes, or methods mark successful teaching?
- What values do you want to impart to your students?
- What does “learning” mean to you as applied to your discipline?
- What kind of relationships would you ideally like to foster between you and your students and/or between students?
- How will your teaching relate to other work that you do in your discipline or in the community?