



## DOMAIN 1: PROMPTER QUESTIONS FOR TEACHING PHILOSOPHY<sup>1</sup>

There is a general consensus in the literature and practice that most statements of philosophy are brief, one or two pages long at most, and narrative, first person approaches in the writing are appropriate. The statement should demonstrate your own teaching philosophy, practice, effectiveness, goals and development. This is personal and unique to your situation and context and shows your growth in understanding of teaching and learning.

**YOU HAVE FIND ONLY SOME OF THESE PROMPTS USEFUL TO HELP YOU GET STARTED WRITING YOUR TEACHING PHILOSOPHY — PICK ONLY THOSE THAT RESONATE MOST WITH YOU!**

- What do I believe about learning? Why?
- What do I believe about how people learn more generally? Why?
- What do I believe about teaching? Why?
- How is that played out in my classroom/teaching spaces?
- What are my goals as a teacher (educator, researcher), and what do I expect to be the outcomes of my teaching?
- How could that be played out in my future professional practice and any PD or training I undertake?
- What motivates me to teach?
- What values do I impart to my students? What values do I impart through my professional practice?
- What qualities do I think make a good teacher?
- What courses do I teach and why?
- What key experiences have I had in my teaching career to date?
- What is my teaching style?
- What learning strategies/delivery practices do I like to use and prefer? Why?
- What is the value of these strategies to my students and how do these enhance learning, retention, and application?
- What major activities/assignments do I use to help students learn or apply what they have learned?
- Why were these selected and what is the value of these activities to student learning?
- How do I assess and evaluate student learning? Why do I use these assessment methods?
- How do I maintain a current knowledge base in my discipline and how have I modified my courses to reflect these changes?
- How has research influenced my teaching practice?
- How do I link your research activities to my teaching?

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<sup>1</sup> These are generic triggers that are commonly used in teacher education programmes, including in Irish HE.

- What activities have I participated in to enhance my teaching effectiveness and how have they impacted my teaching?
- What methods do you I to evaluate my own teaching?
- Which accomplishments or areas of the learning/teaching process do I want to document or examine?
- Is there any specific literature which I have found to be particularly relevant in reflecting on my philosophy?
- What demonstrates my desire to grow as a teacher (and researcher)?
- What do I still struggle with in terms of issues in learning and teaching?
- What are the opportunities and constraints under which I learn and others learn?
- What is the student-teacher relationship I strive to achieve?
- What habits, attitudes, or methods mark my most successful learning and teaching achievements?
- Has my approach to my teaching role changed over time?
- What role would I like my learners to play in the classroom?
- What have I learned about myself as a learner/educator?
- What excites me about my current (& future) professional role/discipline?
- How do I know when I have taught successfully?
- What habits, attitudes, or methods mark my most successful teaching achievements?
- How has my research influenced my teaching?
- What are the aims of higher education?
- What does knowledge mean to me?
- What are my plans for developing or improving my teaching? (learn new skills, try out new approaches?)
- How do I implement my intentions and reach my teaching goals (e.g. through assessment, mentoring students, developing resources, innovation in the curriculum etc.)?
- What are my aims in terms of my professional development?
- What are my plans for developing or improving my practice via this pilot study? (learn new skills, try out new approaches?)

Which of these triggers resonates with me?