

## **Teaching Philosophy Statement**

My teaching philosophy is grounded in an aphorism credited to Sir Francis Bacon (1597), "Knowledge itself is power". It is likely my exposure to the idea it represents came from my childhood exposure to the educational program, Schoolhouse Rock, whose closing line was "It's great to learn, 'cause knowledge is power!". While Sir Bacon was primarily referencing the knowledge of science, Schoolhouse Rock applied it to learning in general and I inculcated the idea into nearly every aspect of life. I readily found that the more I knew, the more control I had over life and the better my decisions, overall, turned out to be. This became the driving force in my approach to school and learning in general.

It also undergirds my approach to teaching. As a nurse, I applied the power of knowledge to my patient teaching. By giving them as much information as possible and assisting them to sort through it, patients were empowered to make the decisions they felt most confident about regarding their health and the impact it had on their lives.

As an instructor, ensuring my students' thirst for knowledge is supported, sustained, and satisfied empowers them to pursue the goals they have set for themselves. Additionally, as our world is increasingly global and connected, the importance of knowing the variations in cultural

practices, lifestyles and faith practices and how they impact a person's perspective on the life they are pursuing has become crucial. This means I am always looking for the new developments, the new trends and the new ways of gaining and communicating knowledge.

Regardless of the course, my goal is to consider the reasons the students are choosing to learn the material and to connect the course goals to their academic and professional goals. When students can connect to the material in real life ways, they can see the power this knowledge will provide them.

Assignments in my class generally include out-of-class readings and template information organizers to assist the students to parse out the critical elements of the content. Class time consists of discussions of case studies, reviewing questions in small groups and hands-on activities to provide familiarity with equipment and procedures. Informal assessments are ongoing during activities, while formal assessments tend to be institutionally driven.

I strive to ensure that students leave my class with the knowledge they are seeking as well as the conviction that their time and energy have been well invested and that they are closer to achieving their life goals.

## **References**

Bacon, F. (1597). *Meditationes sacrae*. Excusum impensis Humfredi  
Hooper.