

# Philosophy of Teaching Statement

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I believe that students learn better when teachers are not talking at them, but talking with them. I see my role more as a facilitator of discussion as we all critically analyze the course materials together. I am not the only source of knowledge in the classroom; every student comes with their own corpus of knowledge based on their background and experiences, and I believe my lessons can be more meaningful when they are able to trace the connections themselves between their own worldviews and the situated knowledges that we encounter, complicate, and generate throughout the course.

As a teacher, I want to provide them with a safe space to critically engage with histories and see their relevance in their own lives. They may have their own perspectives as to what happened in history, and it is important to unpack and explore these ideas together.

I endeavor to make my lessons interactive to allow everyone to participate and share their thoughts as much as possible. This includes making full use of the online resources we have through tools such as Google Classroom as well as library resources.

Most of all, I want them to realize that history is not just what happened in the past, but is something that we must constantly engage with in the present in order to shape our futures. Not only is critical thinking important for me, but also communication skills so that they can effectively share their ideas with each other. Ideally, I would like them to come away from the course empowered to practice their own historical agency and enact positive change not only in their own lives, but also their families and communities.