



Teaching Philosophy of Tabitha Buehler

I love being a participant in another person's learning experience. It is so fun for me to witness those exciting moments when someone discovers something interesting to them, gains a deeper understanding, or "finally gets it."

I wish that every one of my students could experience at least one of these moments. I care about my students, and I want all of them to succeed in the ways that they hope to and work for. Different students learn in different ways, but I believe that they are capable of growth in areas of study that they might not believe they have competence in. Students are primarily accountable for their own learning, but I believe that it is within my sphere of influence to create a classroom environment that facilitates growth and learning for students with a variety of backgrounds and learning barriers.

As a scientist, I feel that I should teach my classes utilizing well-researched practices, rather than according to traditional models. This means that my practices evolve as I learn more over time. Evidence in education research shows that inclusive and active learning practices increase students' understanding and performance and create a more desirable learning environment.

Every learning activity that I use is intentionally and thoughtfully designed to fulfill these purposes. I intend for all students from all backgrounds and perspectives to have their learning needs addressed, and I intend for all materials to be presented in a way that is respectful of diversity. I appreciate and carefully consider any input and suggestions for improvement from all students.