S. S. KELLY APONTE

DOCTORAL STUDENT

saponte@asu.edu | www.shiseida-aponte.com

TEACHING PHILOSOPHY

Conceptualization of Learning

Learning is an active process through which students organize evidence, evaluate competing explanations, and refine their understanding through performance, reflection and scholarly discourse. I view psychological knowledge as cumulative rather than static, requiring students to question assumptions, examine objectively, and remain intellectually open to revision when warranted. My role is to cultivate a learning environment that promotes academic curiosity, disciplined scientific thinking, and ethical engagement.

Conceptualization of Teaching

While courses require consistent expectations and rigorous academic standards, instructional methods should be adapted to the characteristics, developmental level and needs of each cohort. I view teaching as the intentional design of learning experiences that balance structure with flexibility. My role as an effective teacher requires intellectual preparation, ethical responsibility, and continual reflection regarding the effectiveness of one's instructional decisions.

Goals for Students

The purpose of learning extends beyond acquiring knowledge to developing the intellectual revision required for responsible scientific inquiry. I conceive of teaching as an opportunity to model exemplary professional conduct, whereby scholarly communication, psychological literacy, and epistemic humility encourage students to evaluate evidence thoughtfully. My role is to facilitate a learning environment in which critical thinking, ethical responsibility, and disciplined problem-solving cultivate the habits of lifelong learning.

Professional Growth Plan

The teaching philosophy as a living document should evolve alongside advances in educational research, psychological science, and the classroom experience. I believe effective instructors remain lifelong learners whose teaching improves through humility, transparency, and evidence-based reflection. My professional growth will involve continual study of colleague and student feedback, reflective self-assessment, the psychological literature, and ongoing refinement of instructional practices.

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"Teaching Philosophy Revision' at https://chatgpt.com/share/6a3f4e72-2e38-83ea-9ec6-3a5d09ca3688