

AMEP Educational Philosophy – Guidance for Preparation

The educational philosophy is the capstone component of each level of accomplishment in the AMEP program. The philosophy represents the opportunity to document your current approach to your educator role as a consequence of AMEP participation (e.g., workshop participation, POSET), reflective practice on your teaching, and other learning-through-work experiences that you have had as a teacher. Therefore, your philosophy document should demonstrate to the reader that you have achieved the AMEP objectives:

Upon completion of the Foundational pathway a participant will:

- Demonstrate both theoretical and applied knowledge of education and its application to teaching through participation in diverse professional-development opportunities and reflection of how this new knowledge informs new educational practices
- Improve instructional approaches as a consequence of performing a reciprocal peer review of an observed teaching activity
- Integrate learning experiences in AMEP with other teaching and curriculum-development experiences to demonstrate growth as an educator via reflective development of an educational philosophy

Upon completion of the Advanced pathway a participant will, in addition to Foundational-level accomplishment:

- Demonstrate scholarship in medical education by dissemination of scholarly achievement or demonstrably and effectively shared evolving expertise in medical education with other educators
- Integrate learning experiences in AMEP with other teaching and curriculum-development experiences to demonstrate continued growth as an educator in an updated educational philosophy

CPL will evaluate your educational philosophy document using the provided rubric. The actual format, length, and approach to writing the educational philosophy is largely left to you as the writer. CPL does not want to restrict your creativity or to impose an approach that you do not value; we want you to proudly own your educational philosophy! You may wish to use the first six component labels on the rubric as headings, but this is not required. However, please do read the rubric carefully with the intention to accomplish these expectations of the program. For completion of each AMEP level it is necessary for you to demonstrate competence or excellence for all rubric components; if your philosophy statement is assessed as insufficient in any component, you will receive feedback for completing and submitting a revised document.

Before writing, think about answers to these questions:

- What does it mean “to teach”? What does it mean “to learn”? What is your view of the connections between teaching and learning, and between teachers and learners?
- What do you do when you teach and, more importantly, why do you do it that way? How have you learned to be a teacher? What experiences or people have influenced the philosophy that underpins your approach to teaching?
- Are you really teaching if nobody is learning? How do you know that your learners are learning? What do you do if you discover that they are not learning what you intended and expected?

- What are your future goals as a teacher? What aspects of teaching and learning are you curious to know more about? What plans can you set in motion, now, to meet your goals as an educator?

There are many resources about writing an educational philosophy. A good place to start, if you are seeking another perspective, is:

“Philosophy of Teaching Statements: Examples and Tips on How to Write a Teaching Philosophy Statement,” Faculty Focus Special Report, available at <http://www.facultyfocus.com/free-reports/philosophy-of-teaching-statements-examples-and-tips-on-how-to-write-a-teaching-philosophy-statement/>

Have questions? Consider talking with a faculty mentor in your department or contact the Office for Continuous Professional Learning (CPL) for a consultation (hsc-cpl@salud.unm.edu)