Teaching Philosophy

As a pharmacist, I am committed to developing the full potential of future pharmacists and pharmacy scholars. My scholarly background makes me well suited to help students develop knowledge, attitude, and skills in economic, social, and administrative sciences and my professional knowledge and experiences have prepared me to provide students with a greater breadth of professional development. I combine my scholarly and professional background to provide effective and engaging learning opportunities for student pharmacists and graduate students.

Learning should be engaging and exciting for students and teachers. I continue to learn about and apply innovative contemporary classroom pedagogical and andragogical principles in developing course materials. While earning a Graduate Certificate in College Teaching, I co-designed a pharmacy management and marketing course based on a team-based learning approach. This approach increased student engagement through use of "real-world" activities that students could work through using managerial concepts. Additionally, by working with other instructors, we were able to provide students a multitude of perspectives for learning new and exciting ideas.

Active learning also can be extended into a more traditional didactic format. I augment the lecture environment as much as possible to enhance attainment of course objectives. For example, I use creative anticipatory sets to help focus students on lecture content. I provide quotes from local pharmacy leaders to connect students to theories in leadership and use interactive materials in my slides, such as imagery and web videos. I also offer students raffles for books that extend course content. All of these approaches create an atmosphere where students and I excitingly engage in learning.

My scholarship in teaching and learning will develop engaging and exciting educational experiences and further the profession by expanding the evidence-base for pharmacy education. With colleagues at the University of Iowa, I have engaged in the study of formal mentoring programs.¹ I demonstrate commitment to pharmacy education by engaging in rigorous study of innovative pharmacy education practices, just as I expect students to be committed to pharmacy education through attainment of educational competencies.

Effective educational processes require commitment from both students and teachers. Assessing student obtainment of educational goals is assessment, which should include
formative and summative approaches. Formative approaches provide the opportunity for students and faculty members to create feedback. Summative feedback enables students to demonstrate competency. I have used mini-assignments to provide students with formative feedback. Students completed small writing tasks and I supplied them with feedback on how effectively their points were communicated and how well they addressed the question. I also helped develop an innovative approach to student assessment using continuing professional development portfolios in a leadership elective. Through this approach, students identified a need for learning, undertook actions to fulfill that need, and reflected on how well they learned material. Along with other course instructors, I provided students feedback on how well they articulated their developmental process and provided suggestions for future growth.

Service learning and mentorship are two activities students and teachers create mutual commitment to further educational goals. Service learning allows students to demonstrate competence in content and serve others in the community beyond their own needs. Mentorship allows teachers to apply expertise in meeting student needs beyond traditional classroom settings. I have helped students in completing a leadership service learning project that benefited the College of Pharmacy. Additionally, I have helped many young men and women engage in professional activities, seek leadership opportunities, and develop bonds with others in the pharmacy profession.

As I continue on my lifelong journey as a pharmacy educator, I commit myself to actively engaging in the scholarship of teaching and learning, providing innovative and exceptional classroom experiences, mentoring student pharmacists, and assessing students in ways that empower them to learn and demonstrate competencies. In this way, I will engage and excite student pharmacists and graduate students as they develop into pharmacists and pharmacy scholars.

Further evidence of my teaching philosophy can be found in my electronic portfolio at professional.education.uiowa.edu/bjpatter

References
