

Jacqueline Aenlle

Philosophy of Teaching

The most important part of teaching and learning is admitting what you don't know, but having the tenacity to then go out and pursue that knowledge.

I firmly believe that every individual is capable of great personal and professional growth through guided reflection, critical thinking, and a curious nature. Learning is a lifelong process that can be self-motivated, regulated, and directed if the learner is motivated. I teach because I am passionate about facilitating individuals in assessing and challenging their image of self, existing beliefs, behaviors, and how these affect their view of the world.

Learning flows two-ways. Every individual has the potential to hold the role of both learner and educator. My goal is to always have my students put in as much thought and effort into their curriculum as I do, and identify personal goals to achieve during the course. My curriculum focuses on preparing young professionals and scientists to effectively educate and communicate to diverse audiences. But my intention is to also prepare my learners to take advantage of informal learning opportunities outside of the formal setting.

I am an agricultural education and communication educator. Specifically, I teach university undergraduate students pursuing a degree in agricultural education, science, or communication. I also provide educational opportunities to informal digital learners seeking knowledge of agricultural sciences and agricultural science communication. I design my lessons with the end goal in mind, ensuring that students leave the course with skills and knowledge directly applicable to their future career endeavors. As an educator, it is my goal to provide my learners with a dynamic and inclusive social environment in which they can safely interact with their peers and the material. In addition, I recognize each learner as the unique individual they are and hope to be able to cater material and instruction to consider their individual motivations and experiences. I believe every learner brings their own unique experiences, motivations, and worldview with them to the learning environment and that these directly influence their learning experience. It is my responsibility as an educator to make content directly applicable to my learners, and allow them to frame it using their experiences.

It is my responsibility as an educator not to simply pass my students—but to make my students feel that they have grown and earned the passing of this course. It is not my goal for students to simply receive a high mark, but to instill lasting, relevant knowledge and a genuine appreciation for the learning process. In addition, I encourage my students to question material they are presented in class, as well as feel secure enough to seek out further information and opportunities from me in office hours.

Through my career as an educator, I hope to help students learn to safely question themselves and others. I hope that my work will inspire students to follow all trains-of-thought to fruition, welcome diverse thoughts, and to always consider options that seem outside the box.