

My Personal Science Philosophy

Katelyn Schaffner

EDU 303

Ms. Miller

10 December 2018

When one pictures a typical school day's agenda in elementary school, the subjects of reading, writing, math, science, social, studies, arts, music, and physical education come to mind. If I was asked, four years ago, to share which subject made me the most nervous to teach, I would have said science. This is not to say I had any traumatic experiences with the subject in my past education, but it seemed to be the subject that came the least naturally to me. As concepts became more advanced, they became more and more of a foreign language to me. Most of my memories of science involved textbooks, supplementary worksheets, and the ever-famous, science fair projects. It did not occur to me that science could be engaging to those teaching and learning it until my third year of college, when hands on materials were explored and put into practice as means to deliver standard-based curriculum to students. While it may require extra material organization, the use of interactive and tactile manipulatives, without a doubt, allows students to make and explore connections between what is being taught and their personal lives and interests. When one can engage students and show relevancy and connection to the content they are learning, the process of educating is already halfway won. As a teacher, I aim to do just this, by teaching students to embrace and channel their questions and curiosity into action and exploration. And after witnessing just a few of many wonderful examples used by my professors and mentor teachers, I can confidently say that I am excited to teach my future students science!