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My goal in teaching philosophy is to facilitate discovery of concepts, figures, and arguments in philosophical thinking through an engaged and energetic classroom performance. I view teaching as a careful balance between passionate instruction and open exploration, a *doing* as well as a *knowing*. Colleges and Universities remain a bastion of open dialogue - a place for critical examination of beliefs – so I attempt to study concepts in a fair and balanced manner and to present them as fairly as I can. But our personal lives are also always models for our students; therefore, in my volunteer work, student meetings, public image, and friendships, I model a way of living for my students. There is a place for advocacy in teaching. However, that place is not in the classroom but, rather, in one's public image – a place where my students are invited but not obligated to take my actions as another opportunity for learning.

Teaching philosophy demands the critical evaluation, exploration, and effecting of concepts through the lens of history and with a view toward the future. Therefore, when I offer introductory courses, I do so with an eye toward the historical development of the central concepts at work. However, no matter the level of the course, I also seek to help my students bring these concepts to bear on contemporary and relevant issues in a diverse contemporary landscape. Relevant applied issues and current examples integrated into my classes help frame central philosophical concepts and develop in my students the critical and evaluative skills philosophers are well-placed to teach.

In my experience learning best occurs when a student finds personal access to insight and understanding. In my first role as instructor at the University of Maine's Honors College and again teaching ethics at Purdue University, I recall my excitement when I saw my students in our class discussions move from hesitation to assurance in their ability to engage. For example, at Purdue during my recitation sections for biomedical ethics, I was excited to see the intense thoughtfulness on the faces of my students. For me, some of the best students are those who, despite initial struggles, come to expect excellence from their own work. One of my students, for instance, began the semester as a quiet and shy engineering undergraduate and finished with a newly discovered voice and philosophy as a second major. She went on, with a letter of recommendation from me, to be accepted into Yale University's prestigious summer internship in bioethics. My goal is to transfer to my students my own excitement about research, the concepts we explore, and the process of doing philosophy.

Additionally, my experience teaching and lecturing to graduate students and professionals at Purdue and Penn State has shown me the great potential for reciprocal learning across disciplines. Each new teaching experience is a learning experience for me as well: in terms of both research and pedagogy. I learned early on that static classroom performances can quickly translate into a loss of momentum in the class session; so, I work to develop each session by incorporating elements of interactivity within the larger structure of lectures to better help students engage the material. As I continue the ongoing process of developing as an educator, this mental catalog of classroom experiences will continue to develop, giving me a wider and richer range of effective teaching moments and a more engaging classroom experience. The success of my courses are best measured by the success of my students as exemplified by their intellectual and personal growth and is due in large part to this philosophy of shared excitement in the processes of learning.

As a facilitator of learning, I seek to encourage my students' success through an energetic classroom performance, rich conceptual knowledge made relevant to contemporary issues, and a public image exemplifying open and critical engagement with the global community. Given this interest, I look forward to opportunities to teach a wide range of courses in philosophy, including in animal and environmental philosophy, themes in the history of philosophy and ethics, and in bioethics. Philosophy is a crucially dynamic process: its texts are parts of larger conversations and we, as its students, are not only observers of academic dialogue but also as participants in those same ongoing conversations.