

Teaching Philosophy of Mark A. King

As an educator, lawyer, and historian, I aim to ignite a love of learning and an appreciation for the past in my students. History and law are far from being a mere collection of facts and dates; they are dynamic, living subjects that have the power to shape our understanding of the world. I aim to empower students to actively engage with their legal and history courses, transforming them from passive recipients of information to active participants in the narrative of our past. This empowerment instills confidence and capability, fostering a dynamic and inclusive learning environment that sparks creativity, critical thinking, and a thirst for knowledge. My teaching philosophy is rooted in the belief that every student possesses unique strengths and weaknesses. I must identify and cater to these needs to ensure each student can reach their full potential.

To achieve this, I am committed to establishing a learning environment that is both supportive and challenging. I recognize that students learn best when they feel confident and empowered to take risks and have opportunities to explore and experiment. Therefore, I work tirelessly to create a positive and respectful classroom culture where students are encouraged to discover their abilities and reach new heights. I passionately believe that students are not just passive recipients of knowledge but active participants in their learning journey. I strive to create an environment that values their contributions and encourages growth.

Making history or law classes relevant and relatable to students' lives is essential. To accomplish this, I use a variety of primary sources, such as case law, diaries, letters, and photographs, to help students connect with the people and events of the past. By doing so, students can see the litigants and their history as a story of real people and events rather than just a list of names and dates.

Another crucial aspect of my teaching philosophy is the principle of cultural sensitivity and inclusivity. It is vital to acknowledge and celebrate the diversity of human experience throughout history. Therefore, I am committed to incorporating perspectives from different cultures, genders, and socioeconomic backgrounds into my lessons. These diverse perspectives enrich our understanding of history and help create a more inclusive learning environment where all students feel included, valued, and respected. My ultimate goal as a teacher is to help students develop a deeper understanding and appreciation of the past, as well as the skills and knowledge necessary to be informed and engaged citizens in the present and future.

Another fundamental principle of my teaching philosophy is active learning. Students learn best when actively engaged in the learning process rather than just receiving information. To promote this, I incorporate a variety of teaching methodologies, such as group work, project-based learning, and debate activities. I also foster an environment that encourages students to ask questions, challenge assumptions, and engage in discussions that promote critical thinking.

In addition to active learning, technology can be an invaluable tool in enhancing the learning experience. I use digital tools to support student learning, including online quizzes, interactive simulations, and virtual field trips. I also use social media and other online platforms to encourage student communication and collaboration. This use of technology not only enhances the learning experience but also makes students feel engaged and part of the modern world.

Ultimately, my aim as an educator is to help students develop the knowledge, skills, and attitudes that will enable them to become successful, lifelong learners. By creating a supportive, challenging, and engaging learning environment and using various teaching methodologies and technologies, I can help students achieve their full potential and develop a lifelong passion for learning.