Combined Teaching Philosophy - Statement

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My teaching philosophy is shaped by blend of **Constructivism, Connectivism, Progressivism**, and **Existentialism**, approaches that resonate with my work as a Health Data Coordinator in oncology and my part-time MPH studies in epidemiology. Together, they emphasize active learning, digital connection, real-world relevance, and personal responsibility, core principles that guide how I handle health data, foster teamwork, and
support education.

Constructivism reflects my belief that true learning happens when individuals connect new ideas to their past experiences. I see this in oncology weekly and monthly meetings,
where interdisciplinary teams combine patient histories with new diagnostic data to make informed care decisions. I bring this into teaching with case-based activities where participants analyze cancer incidence, treatment and survival data and develop community interventions. This is evident from our case reports and project summaries that show how teamwork strengthens decision-making and understanding.

Connectivism expands this idea by recognizing that knowledge is now spread across networks and digital platforms. In epidemiology and oncology, staying up to date requires using research databases, dashboards, and professional networks. I create interactive tools that combine genomic, clinical, and epidemiological data, which illustrate how connected learning promotes collaboration and innovation.

Progressivism grounds my teaching in authentic, real-world experiences. Just as I use cancer survival data to guide health equity efforts, I design learning activities that let participants tackle real health challenges together. Group discussions and case studies help apply knowledge practically and collaboratively.

Existentialism adds a focus on authenticity, reflection, and ethical responsibility. Healthcare decisions often involve tough choices, so I encourage reflection on how personal values influence those decisions. Reflective essays and discussion notes serve as artifacts of growing responsibility and integrity.

Together, these approaches guide me in preparing individuals who are both technically skilled and ethically grounded, ready to solve complex health problems with insight, honesty, and purpose.