Teaching Philosophy - Learning Theory Worksheet

Author: Rauf Shah, MS, Ph.D.
Lead Health Data Coordinator Level II, Division of Oncology and Hematology
MPH-EPI Student, College of Public Health
University of Nebraska Medical Center, USA
Date: Sep 07, 2025

Complete the matrix below after watching the videos and reading the materials related to **Learning Theories**. The information you share on this worksheet will be used to help guide you when writing your 1-page teaching philosophy.

Select your top two learning theories from the materials on Canvas or Googling additional learning theories (not philosophies), share why the learning theories resonate with you. Include at least two teaching or learning examples and possible artifacts (proof) spotlighting the learning theory and how you implement them now or will as an educator.

Questions	Learning Theory	Learning Theory
Theory Name	**Constructivism**	**Connectivism**
Why the theory resonates with you?	Constructivism resonates with me because it reflects how I approach oncology data and epidemiological research, building understanding by connecting new evidence to what I already know. This emphasis on collaboration and problem-solving mirrors the way I work with teams to interpret health data and translate it into meaningful insights for patient care and public health.	Connectivism resonates with me because it captures the way I learn and work in oncology and epidemiology, constantly drawing on research databases, professional communities, and digital networks. By valuing connections and the ability to filter credible information from vast sources, it aligns with how I integrate health data to guide both clinical decisions and population-level strategies.
Teaching and/or learning example	One of the most valuable learning experiences for me has been sitting in on tumor board meetings. During these discussions, clinicians, researchers and data coordinators come together and review oncology data, sharing perspectives and combining patient histories with new diagnostic findings. It is in these collaborative settings that I have learned how asking questions and building on each other's knowledge can turn complex information into effective decisions for patient care.	I have found that building and using online epidemiology dashboards and databases not only helps me keep up with the latest research on cancer risk factors but also creates opportunities to teach others. By sharing tools and collaborating in virtual spaces, I am constantly learning from colleagues around the world and passing that knowledge forward. Working this way proves that learning and teaching go hand in hand, especially when staying current in a rapidly evolving field.

Teaching and/or learning example	During my MPH coursework journey, I am working towards designing a case-based activity where we can interpret cancer incidence data and propose community-level interventions.	To support cancer outcomes research, I have created a platform that brings together clinical research data, genomic dashboards, and epidemiological datasets. This will help to find and use up-to-date information and collaborate more effectively across disciplines. This experience gave me idea how digital connections can spark new ideas and drive deeper understanding in a fast-changing field.
What artifacts or proof support your examples?	Case reports, meeting notes from tumor boards, and project outcome summaries all illustrate how collaborative data interpretation leads to better interventions in oncology.	Records of online conversations, organized libraries of key references, and dashboards pulling together clinical and epidemiology data show how shared digital resources support learning and research in cancer studies.
Additional thoughts or questions to address before completing my teaching philosophy paper.	The main questions I have is how can I ensure I balance technical data analysis with collaborative, learner-centered teaching practices?	Guiding others to critically evaluate digital sources is essential amid the flood of health data, ensuring reliable knowledge drives decisions.