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**STATEMENT OF TEACHING PHILOSOPHY**  
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### **Introduction**

As a practitioner and manager, my experience with teaching has been limited to training and supervision of others. My transition towards post-secondary teaching is driven by a commitment to empower and develop aspiring and established professionals. While I am not an educator by vocation, my doctoral studies in education included diverse approaches to teaching youth, adult, and professional learners.

My approach to educating is rooted in the belief that teaching goes beyond transmission of knowledge and is about facilitating meaningful discussion that prepare learners for real-world challenges in post-secondary administration. I am particularly focused on professional and graduate learners, aiming to use my applied and theoretical background to enrich their learning experience and career progression.

### **Teaching beliefs and practices**

I believe in empowering learners by creating a dynamic environment where critical thinking and open dialogue come first. This approach supports mastery of content and develops essential skills like analytical thinking and ensures sharing of knowledge and experiences. To facilitate this, I will polarize towards discussion-based learning born from thorough assigned readings. This method proves effective for graduate and professional learners, who bring diverse experiences to the classroom, enriching the learning process for everyone involved. It allows students to engage deeply with the material from individual vantage points, apply theoretical knowledge to practical scenarios, and articulate their insights in a collaborative setting. This is the experience which worked best for me in two asynchronous, distance programs (at the doctoral and professional certificate levels), where extensive pre-readings led into active response and engagement with various focused discussion questions and writing prompts.

### **Teaching methods and examples**

In my proposed virtual classroom, sessions will begin with a review of the assigned readings students are expected to complete beforehand. This preparation will allow us to dive directly into deep, structured discussions where every student is encouraged to participate. For instance, I might start a session with a brief recap of key points from the readings, followed by handful of open-ended questions that challenge students to think critically and apply what they've learned, noting specific learnings for the class and leading discussion towards specific outcomes. To ensure that discussions are inclusive and productive, I will employ a variety of techniques like small group breakouts, role-playing exercises, and peer-to-peer teaching moments. This not only facilitates a dynamic interaction but also allows students to explore different perspectives within the classroom.

A key component of my methodology involves connecting theoretical knowledge to practical scenarios. For example, we might take a case study from a recent issue in strategic enrolment management or general higher education and dissect it, discussing potential strategies and solutions. Students would be tasked with not only analyzing the situation but also proposing actionable plans that could be implemented in a real-world context. This approach will not only reinforce the learning objectives but also prepare students for the challenges they will face in their professional careers.

## **Assessment and feedback**

In my approach to assessing learner progression, I value a variety of methods that reflect the diverse learning objectives of the course. Assessments will include discussion participation, written responses to reading prompts, and analysis of case studies presented. These assessments will be designed not only to measure understanding but also to encourage the application of concepts to practical scenarios.

Ongoing feedback will be a crucial component of the learning process. I will provide timely and constructive feedback on all assessments, aiming to guide learners in their academic and professional development. Equally important, I will encourage students to provide feedback on the course and my emerging teaching methods. This two-way feedback process will be instrumental in refining course content and teaching strategies, ensuring they remain relevant and effective.

## **Professional development**

As a prospective university educator, my approach to professional development is both rigorous and strategic. I am committed to continuously enhancing my understanding and practice within strategic enrolment management by participating in a variety of professional development activities.

Each year, I attend at least one major SEM conference, either with a Canadian or pan-North American lens, carefully selecting sessions that broaden my perspective on current trends and challenges in higher education. This not only keeps me informed but also actively engaged with the latest industry practices and innovations. In addition to learning from others, I contribute to the field by submitting one or more papers annually to regional or national SEM conferences, or more recently, to academic journals. This allows me to contribute to the evolving pedagogy of SEM and share my insights and research with my peers, fostering a collaborative academic environment.

Throughout the year, I also engage in a series of smaller learning initiatives focused on critical areas such as diversity, equity, and inclusion initiatives; Indigenization and reconciliation; and 2SLGBTQ issues amongst others. These topics are particularly important as they enhance my ability to create an inclusive and supportive learning environment for all students.

## **Conclusion**

In conclusion, my developing teaching philosophy is aligned with the innovative and transformative educational practices present in many professional and graduate schools. I am committed to fostering an environment of discussion-based learning that is applied and authentic, preparing students to address real-world challenges. My approach emphasizes continuous development and leverages diverse experiences to enrich the learning environment, displaying a focus on interdisciplinary and experiential learning.

I am particularly inspired by social constructivism, which resonates with my belief in learning through interaction and shared dialogue, and my recent doctoral research. By integrating this with a focus on inclusivity, resilience, and continuous adaptation to emerging educational technologies, I aspire to contribute meaningfully to a dynamic and supportive academic community. Together, we can continue to develop innovative solutions that transform individuals and contribute positively to society as a whole.