

Joan Bryant

Teaching Philosophy Statement

My objective as an educator is to prepare dental hygiene students to become confident, ethical, and compassionate professionals capable of making sound clinical decisions. I want students to see themselves as emerging clinicians who can think critically, apply evidence-based knowledge, and provide patient-centered care. My teaching aligns with the American Dental Hygienists' Association (ADHA) competencies and the Commission on Dental Accreditation (CODA) standards to ensure students meet the expectations of the profession and are prepared for success in their future roles.

I challenge students by designing instruction that promotes higher-level thinking, especially application, analysis, and evaluation from Bloom's taxonomy. I encourage growth in the affective domain through reflection, professional responsibility, and ethical decision-making. Using active-learning and learner-centered teaching strategies, I incorporate case studies, small-group problem solving, and simulation experiences that require students to integrate knowledge and justify their decisions. These approaches help students become active participants in their learning and develop confidence in their clinical reasoning.

My teaching is grounded in adult learning principles. I create an engaging environment through interactive lectures, visual media, hands-on demonstrations, and collaborative activities to address different learning styles. I use open-ended questioning to foster critical thinking and help students articulate their reasoning. While students are responsible for their learning, I support them with clear expectations, structured guidance, and timely, constructive feedback.

Learning occurs both inside and outside the classroom. In class, students participate in discussions, group activities, and skill practice with immediate feedback. Outside of class, they complete case studies, reflections, and practice assignments that reinforce key concepts and build independence. I assess learning using quizzes, midterms, exams, lab check-offs, reflective assignments, and OSCE-style assessments aligned with CODA competencies. When students struggle, I provide individualized support and additional practice opportunities.

In the upcoming year, I plan to enhance active-learning strategies, update materials, and refine assessments to better measure higher-order thinking. Reflecting on my teaching experiences, I feel fulfilled by my students' growth yet committed to continual improvement. I strive to be the kind of teacher who inspires enthusiasm, confidence, and a passion for lifelong learning.