

# Teaching Approach



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## Teaching Philosophy

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“Reading furnishes the mind only with materials of knowledge;  
it is thinking that makes what we read ours.”

- John Locke (1706)  
*Of the Conduct of the Understanding*

I deeply enjoy learning and teaching and believe that the greatest challenge in teaching is to give students materials, space and support to find the courage to use their own understanding (*sic* Kant). My curiosity and enthusiasm for learning are, I believe, key to my success with students. I view fun and rigorous scholarship as comfortable companions and am keen to inspire students to discover their burning questions and topics of interest. I also believe that one must first learn the rules, before one can break them with style; I take foundation building and skill development seriously and expect my students to do the same.

Reflecting my work with theories of human cognition, I try to approach each student as an individual, with their own unique suite of learning capacities and interests. Where personalised instruction is not possible due to class size, I try to design lessons and materials in such a way that they are accessible through a range of learning styles, including, for example, learning by doing and visual learning in addition to learning by reading and hearing.