

## **Teaching Philosophy**

My philosophy of teaching asserts that students are entitled to quality instruction in an active and stimulating learning environment. Students should experience frequent and repeated opportunities to act, react, and interact with each other and the instructor. In order to teach effectively and transfer knowledge to students, I create a congenial environment that is interactive and collaborative and that promotes problem-solving and critical thinking skills. Such environment accommodates a variety of learning styles and encourages students to present their opinions while respecting the opinions of others. In this manner the students benefit from peer-peer learning, taking responsibility for their own learning and, therefore, enhance the integration of the knowledge into practice. Thus, I endeavor to make my classroom an arena for students to learn skills and demonstrate outcomes.

I develop assignments that improve student's problem-solving and critical thinking skills, and formulate small-group work/discussions both to actively involve the students in self learning as well as to improve their critical thinking skills. My teaching philosophy relies on the process of instilling the concepts and necessary skills for life-long learning, in addition to team participation. The students ultimately leave the protective environment of the 'educational system' to enter society as, hopefully, a contributing entity. As an educator, my goal is to share this process, focusing on subject matter in my area of expertise, using the latest teaching tools available. I strive to personally model this using my professional experience, and continuously seek new methods of processing and presentation.

## **Teaching Strategies and Objectives**

My teaching objective is to facilitate learning and I believe that teaching plays a major role in that. Learning is primarily the student's responsibility, whereas teaching is my responsibility. Effective teaching is comprised of two necessary and related elements, knowledge of the content and ability to communicate it. My teaching objectives involve utilization of both these elements to facilitate learning skills ranging from intellectual abilities (subject area relevant) and cognition (social insight) to psychomotor learning (learning practical skills) and affective learning (development of emotions, attitudes, morals and values). While teaching, I pursue the following strategies in principle which also provide an adequate conceptual framework for the goals of my teaching philosophy:

- Encourage student-faculty contact
- Encourage cooperation among students
- Encourage active learning

- Give prompt feedback/guidance
- Emphasize ‘task on time’
- Communicate high expectations
- Respect diverse talents and ways of learning

### **Teaching Methodology**

In teaching, my overarching goal is to develop a student-centered environment. I want students to actively participate, rather than passively learn. When planning a course of instruction, I identify a set of objectives and skills. Next, I compile a rationale for each objective and skill. I design a course plan that emphasizes the application of critical thinking skills to foster deep learning, and the use of collaborative learning skills to facilitate “real-world” problem solving. I also embed activities in the instructional process that are designed to help students develop research and writing skills. Throughout the teaching and learning process, I incorporate multiple choices and pathways through the learning materials. I encourage students to self-evaluate individual progress. Finally, my course design includes a data-driven evaluation component, which focuses on systematic outcomes and results, which are clearly tied to course goals and objectives