

Teaching Philosophy

As an educator, I see myself as a guide who facilitates student discovery and understanding rather than simply delivering information. My core beliefs about teaching and learning include Technology Integration, Collaboration and Communication, Critical Thinking, and Inclusive Education.

Technology Integration: I believe that integrating technology in education can significantly enhance learning experiences and prepare students for a technologically advanced world. I utilize various technological tools and platforms to facilitate interactive learning, provide instant feedback, and create a more engaging and accessible classroom environment. For example, while teaching through Zoom, I used polls to guide students' thinking. If I asked them to determine whether a given series is convergent or divergent, I would launch a poll asking which series test they would use or which tests are suitable for the given series. This approach helps students focus on the right aspects of a problem and differentiate areas of application for various tools.

Collaboration and Communication: Collaboration and effective communication are essential skills for success in both academic and professional settings. In my classes, I emphasize group work, peer review, and class discussions to help students develop their teamwork and communication abilities. During my recitations for MTH132, I would present the week's topics for the first 10 minutes and then ask students to discuss problems in groups. Each group would then solve a problem on the board and explain their solution to the class, fostering both collaboration and communication.

Critical Thinking: Developing students' critical thinking and problem-solving skills is central to my teaching philosophy. I believe in providing fundamental information and then guiding students through problems where they discover the problem itself. This approach makes them more aware of the inherent issues and helps them better understand the construction of tools needed to solve them. I conduct my lectures through a question-and-answer format, encouraging students to ask questions that lead into the main topics of the next section.

Inclusive Education: Creating an inclusive and supportive learning environment is crucial. I strive to keep prerequisite information minimal, recognizing that many students come from diverse backgrounds, including first-generation and low-income families. I believe every student has a unique way of learning, so I use diverse methods to address their needs effectively.

Assessment and Feedback: Regular, formative assessments are key to learning. I use short, low-stakes quizzes to provide continuous feedback, allowing students to learn from their mistakes without being overly penalized. These quizzes help prepare them for larger assessments, where similar questions will be included. This approach not only helps students learn the material but also reduces anxiety and encourages a growth mindset.

Professional Development: To continually improve my teaching practices, I attend workshops and engage in conversations with my colleagues to learn new methods and approaches. This ongoing professional development ensures that I remain current with new developments in the field and can bring the best practices into my classroom.

Personal Experience: In my experience conducting recitations for MTH132, I received positive feedback from students who appreciated the collaborative and reflective nature of my sessions. One student even applied to be an undergraduate teaching assistant, intending to use my class plan because they believed it worked best for them. At the beginning of each semester, I present 3-4 different teaching methods and ask students for their preferences, allowing me to tailor my approach to their needs.