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Teaching Philosophy
Overview

Beyond striving to ensure that students learn the fundamental content of the courses I teach, my objectives as an instructor is to: (a) to foster critical thinking skills; (b) facilitate the acquisition of lifelong learning skills; (c) help students develop evidence-based problem-solving strategies; and (d) prepare students to function as highly skilled and competent learners in various courses and practical settings. Moreover, my overall teaching philosophy is based on two principles, which are strongly supported in the research literature: (a) active student learning strongly influences student-learning outcomes; and (b) assessment procedures strongly influence student acquisition of knowledge.

Teaching & Assessment Methods

Service-learning or hands on learning is a pedagogical approach that I use consistently with undergraduate students. These experiential learning tools allows students to apply their knowledge to real-world problems in community contexts and to complete structured reflections on the relationships between assignments, course objectives, and their personal educational objectives.

Summary- (Narrative & Itemization)

One of the primary reasons I decided to continue my career in academia was having opportunities to work with future generations of "new" learners in an instructional capacity. Although, I view teaching as central to all scholarly activities and hopefully having an opportunity to incorporate the Scholarship of Teaching and Learning (SOTL) in my strategic planning. Moreover, having an opportunity to further my scholarly research on identifying methods for improving the retention and graduation metrics for community and undergraduate college students is an area that I am very passionate about. Most important to me as a college instructor is not to encourage my students to know what I know, but ensuring that they are well versed and motivated to expand their own "ways of knowing." My teaching philosophy is always focused on the components listed below:

- *Respect diverse talents and ways of learning*
- *Encourages student-faculty contact*
- *Encourages cooperation among students*
- *Encourages active learning*
- *Provides prompt feedback*
- *Emphasizes time on task*
- *Communicates high expectations*