

CV
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Statement of Teaching Philosophy

After over two decades of experience teaching urban undergraduate students. I have come to understand that there is much to be learned from a variety of different educational approaches. My approach has been to incorporate that which works, be willing to abandon that which does not, and to continually be open to new approaches and technologies to instruct my students.

Through constant and varied assessment, I believe it is essential to meet the students where they are and help them to see the relevance of the subject to their daily lives and to achieving their aspirations. It is critical to engage their interest. I have found technology to be a powerful tool to that end. It is also essential to gain the student's confidence, trust and respect. They need to know I am there for them and am committed to helping them achieve their goals. In short, I believe in transformational learning and empowering students to become independent learners; something that will benefit them through their entire career.

In all my courses, I provide a great deal of clarity through lectures, the course syllabus and other means. In addition I incorporate critical thinking theories. Imparting critical thinking skills—questioning, reasoning, seeking outside information—advances their comprehension, develops their quantitative reasoning abilities, and assists in all their educational endeavors. I also work intensively with students to develop their writing and communication skills. I pay particular attention to my ESL students. Helping students understand globalization and its issues brings home to them the need to master their courses in order to be competitive.

I also seek to create a collaborative learning environment of inquiry. This has served my students well. This approach engages students not only in their own learning but also in the learning of their fellow students. It builds confidence while furthering the abilities of every student. Also essential is helping students overcome and remove their own barriers to learning. Many come to the classroom burdened by poor past learning experiences. Building their confidence is essential to increasing their ability to learn.

My teaching has also been shaped by a realization of the many issues impacting the students outside of the classroom. I seek to challenge, not frustrate, inspire not intimate, and support, but not create dependency.

I believe I only succeed when my students succeed and I will always go the extra mile for them. Being available through office hours, time in the lab, and constantly via e-mail, are in my mind key supplements to my work in the classroom. My reward is seeing my students become as engaged in and excited by the course material as I am.