

Teaching Philosophy

“The goal of humankind is knowledge”

I am firm believer of the above quote, and my philosophy of teaching is based on uncovering the knowledge inherent in every human being. My teaching style has evolved from my experiences in the east and west, interaction with students, observations as a teacher, peer feedback, and self-reflections.

I believe that education is the manifestation of perfection in a person, and it should help in forming a good character, increased strength of mind, expanded intellect and a strong belief in self to encounter the challenges of life. Therefore, I strive to create this type of a class atmosphere so that students get a chance to explore their full potential. Hence, I provide a safe and stimulating class environment where students are invited to share their ideas and take risks.

I find that my mission as a teacher is to spark enthusiasm for a positive learning experience so that my students get curious and passionate about the subject and walk on a path of self-discovery. I strive to give an experience where students continue to reflect beyond the class setting and deepen their understanding about the subject at hand. I am open to suggestions from my students and do not shy away from any learning tool that can enhance a teaching experience. My hope is also to learn from the students in the process of sharing concepts I know.

I believe that students must be active participants in the learning process, not passive recipients of information. Creativity, innovation, communication, critical thinking, working in collaborative teams and mastering information technology are all real world techniques that I want my students to take away from my courses. To my students, I am “no sage on stage” but a friend, facilitator and mentor who feels morally obligated to enter the classroom with only the highest of expectation for each student.

At the beginning of the first class, I ask my students what you want to learn or earn from this course and program. This question helps me to ascertain the primary reason of interest in the class. Based on the learning desires of the class, I am then able to construct my material in way that is interesting and challenging to my audience.

Regardless of the process, I ensure that students receive a full understanding of

the course offered. At the end of the term, my hope is that students can apply key concepts, have a deeper understanding and feel fulfilled to embark further into a piece of research that interested them from my course.

Through my writing and teaching methodology, students explore their own positions as and join dialogues about public topics. Through engagement with important questions, students improve their ability to argue and persuade, as well as listen and understand. The best feature of every argument is the great uncertainty of its outcome. As students write, read and argue together in class, their positions evolve and often take surprising new directions. Through discussions, I strive for students to critically think about events that surround us.

Writing both at home and in class, students learn to identify and employ strong persuasive writing, while developing a sense of accountability for their own positions. Through revision, daily practice and dialogue, they also learn to accept criticism and incorporate suggestions into their arguments, sometimes even if they have to accept lower grades than they had expected. Every assigned topic or reading is carefully selected to address the issue at hand. This leads to deepened thinking through reflection on writing, which is a succinct summation of my teaching philosophy.