

## **TEACHING PHILOSOPHY**

I believe the purpose of teaching is to promote the development of curiosity, self-reliance, and professional behavior. Individual students have varying levels of experience, expectations, interest, capability, and motivation. I adapt my teaching methods to these variations by presenting students with multiple examples and perspectives related to the course content. I will often prompt students to consider alternate solutions and call on them to share their personal experiences. In this way, I help students develop to their full individual potential.

I believe it is vital to ensure student awareness of the learning resources available to them, including making them aware of strategies for developing and improving their learning capacity. I accept the impossibility of teaching everything. Thus, I seek to foster ability and appreciation for self-directed learning. I encourage students to explore beyond the knowledge presented in class and provide resources to that end. I prompt students to develop effective study strategies, and through experimentation and exploration, cultivate their curiosity and appreciation of problem-solving.

If a student asks a question, rather than immediately providing the answer, I ask that the student explains to me their own understanding. Frequently, this is enough to get the student to answer their question by reflection and introspection. If additional direction is required, I will guide the student in reviewing their reasoning or information. If the student still struggles to grasp a concept, I will generate a similar problem and walk them through solving that related problem. Finally, after the student expresses that they understand, I test the depth of their comprehension by asking the student to demonstrate or reiterate their understanding, repeating the process as necessary. This iterative approach to teaching and learning has the benefit of addressing different learning styles, e.g., visual, auditory, and kinesthetic. Additionally, this method effectively guides the student through a practical application of Bloom's Taxonomy.

In summary, every student is unique and deserves instruction tailored to their level of experience, expectations, interest, capability, and personal motivations. It is a practical impossibility to teach all there is to know, nor would this be an efficient approach to teaching. I believe in transforming students into life-long learners and helping them discover their capacity to teach themselves through practical application and guidance in developing independent study habits.