

Teaching Philosophy Statement

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My grandfather was a passionate schoolteacher who inspired my mother to become a college teacher too. From my childhood, I was surrounded by and, of course, subconsciously influenced by a number of teachers who are either my family members or family friends. Although I never thought of being one someday, I eventually realized this profession or identity is something I truly want to have.

I highly believe that to be successful as a teacher requires a high level of commitment and setting teaching as a top personal priority. So, while I teach, I always make my weekly plan ahead and keep the majority of my time preparing for my class and grading students' assignments.

I taught four semesters at MTSU, and there are some general tenets I try to follow. I always make preparations for class beforehand and upload study materials before the class so that students can engage in class discussions easily. I believe that students benefit significantly in an interactive and problem solving oriented classroom, and students engage and learn more in a class when they come prepared. I encourage them to ask questions, and if they do, I try to give them appreciation. Sometimes I might make easy mistakes in the calculations on the board intentionally so that students can correct me so that I can see that they are keeping up with my lectures. I have noticed they feel so good when they can correct me that they try to focus more. As an economics instructor, I like to draw the figures and write down the calculations on the board rather than using PowerPoint. Still, I try to mix it with using PowerPoint, short videos, relevant pictures, etc. in each class. I try to make my syllabus as clear and transparent as possible. I include a schedule of all the topics we will cover in the course in the syllabus. Before and after every test, I keep some time in the schedule to discuss the test. I upload its solutions as soon as possible so that students can detect their mistakes. I believe that if I want my students to be organized and focused, I need to set an exemplary first in front of them. One thing I usually struggle with but never give up on is remembering all of their names. I find it useful to remember students' names in communication. I always try to be flexible to set up a schedule with students, even at times other than my office hours.

To me, teaching is a journey in which both teachers and students are co-learners. As an Economics student, I have a bias toward incentive-giving. As one of the underlying assumptions of economics study is that "human beings are rational and respond to economic incentives." Therefore, I try to give frequent class quizzes, which will carry a little portion of their final grades. I find it a better alternative than attendance requirements. I always like to learn and teach Economics in contexts. I believe the beauty of this field lies in its inclusive nature.

I strongly believe that teaching is more effective when theories and concepts are explained with examples that are relevant to students on a personal level. In all my classes, my goal is not only to help students acquire knowledge inside the classroom but also to apply the knowledge to addressing real-life problems. I prioritize students' dignity, and that is why I also have a 'not-to-do' list. I try not to single out students while forbidding some actions. Sometimes students use cellphones in class or talk to each other. These actions I try to forbid generally from the beginning rather than singling out someone during class.

I always try to be open to new instructional approaches and technologies. I try to keep myself updated about what is new in teaching and try to implement those in my classroom, if possible. Being inspired by my family and by my excellent instructors and professors, I want to do my best to contribute to my student's success.