

## Teaching Philosophy Statement

Atia Ferdousee

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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 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.

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 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 cell phones 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 read about what the best teachers do and try to implement some of their strategies, if possible. Being inspired by my family and by my excellent instructors and professors, I want my best to contribute to my student's success.