

Statement of Teaching and Learning Philosophy

My teaching philosophy is sprouted from my educational experience and my notion of an ideal mentor. I consider teaching is an art of motivating young minds and nurturing their latent talent. Teaching is a process of unlearning and relearning the subject along with students and not just passing information. Each student is unique in their learning curve – they require support at different levels. I would like to establish an amicable learning ambience to unwind student's potential. My teaching goal is to instill the ability of self-learning in students by promoting active student-centered and experiential learning. Often, life is journey of constant learning – a survival skill essential in the modern-day world. My teaching strategies rely on motivational and adult learning theories (andragogy, transformational and experiential learning techniques). In order to motivate students, I evoke curiosity in students by providing relevant background of the concept and urge them to participate in discussions. I also integrate research-based evidences into teaching to support the discussion. I offer opportunities to get involved in STEM research and learn science in my lab. This kind of training is essential and a pre-requisite for STEM related career opportunities.

In the class, I suggest students to jot down lecture notes, practice equations and/or reaction schemes, discuss with peers for a minute or two, and ask questions. I believe, these activities create a sense of ownership among students for their education. My role, as a teacher, is to make them discover the joy of lifelong learning, foster critical thinking and problem-solving skills. It is my responsibility to train students in research and provide lab experience, writing proficiency, presentation skills and prepare them in every way possible to face real-life circumstances. To achieve this goal, I provide homework that need extensive reading and brain storming but answerable questions. I also assign a collaborative research paper presentation from the literature about course related topics – provides an opportunity to explore science literature!

My teaching methodologies would vary according to the size and interests of my class. Contemporary educational experience is transformed from physical classroom to web-based environment. I believe teaching should be flexible and adaptive as the learning environments become increasingly diverse and varied. The syllabi and the assignments should facilitate on-the-go learners in the digital age. I propose a realistic syllabus, not overwhelmingly intense, which could be covered in a semester, with a strong and clear student learning outcomes (SLOs). Students will be competitive in the subject and will experience being independent learners with problem-solving skills. My philosophy about grading is a means of encouragement and criteria to award the degree. I place high expectations from my students but reachable. I am friendly and easily approachable for discussions with students and contribute to their academic success.

I consider teaching itself is a lifelong learning process, and a good teacher is the one who is organized yet flexible, exceedingly knowledgeable yet constantly learning, extremely passionate of teaching and act as an impeccable role model.