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Statement of Teaching Philosophy

Encourage student originality and creativity. Curating a classroom environment in which students are genuinely themselves is a crucial facet of my teaching. By playing music for students as they enter the classroom and instilling my lectures with humor when appropriate, I cultivate an atmosphere in which honest student engagement and feedback is allowed and encouraged. Even more, when it is appropriate, I offer inventive strategies for students to understand the material.

Engage students in active learning whenever possible. Creating opportunities for students to facilitate their own learning is essential. Providing students with written and digital content prior to in-class discussion cultivates ownership of knowledge. Each class meeting, I offer the students the chance to work on prepared activities or homework in groups of three or four individuals.

Practice makes perfect. Giving students an abundance of examples and practice problems to complete independently or in groups is critical in the study of mathematics – especially in requisite courses like precalculus, calculus, and linear algebra. I provide the students with notes that include worked-out solutions to example problems and carefully chosen practice exercises.

Reflect on each interaction. Evaluating the tone of each class meeting or student interaction is vital to improving efficacy and relevancy as an instructor. I am mindful of the quality of student engagement during teaching and office hours; I actively seek to understand where students are not successful; and I make calculated, thoughtful adjustments for the next interaction.