

Teaching Statement

My teaching philosophy has been developed using a combination of personal beliefs about education and my work experience as a substitute teacher and part-time college adjunct lecturer. It is built on the foundation of maximizing student success, while simultaneously creating a welcoming classroom culture for students of all backgrounds.

I guide my teaching philosophy using a lens of diversity and inclusivity, to achieve equitable outcomes. The message that my teaching philosophy is intended to convey to students is that I am their instructor, I am an expert in my field and in the course content, and I will be a pillar of support if they are in my class. Moreover, I will always be available to answer my students' questions related to the course content.

Since I am a computer science adjunct lecturer, and technology is constantly changing, I thoroughly research my courses to ensure that my lectures have the latest cutting-edge technology for my students to learn. Although technology poses a challenge to some students, my students can rest easy knowing that I will provide adequate explanation and guidance, if they are required to learn a new technology. This is because I strive to make all my course content equitable, using inclusive language, with the goal of giving each student in my class, a thorough chance to succeed.

In some cases, I may have a student that is not fluent in English. When this happens, I instruct the student to use Google Translate or another translating mechanism to translate my lecture materials and assignments to their native language for easier understanding. I firmly believe that, as a college professor, it is the responsibility of the professor to make sure all students can learn from the course materials. This belief is beneficial because it helps me achieve equity in the classroom, while also promoting diversity.

My instructions and consultations to my students will consist of class lectures, one-on-one discussions during office hours, adequate study guides and time to prepare for my formative assessments. My formative assessments of student progress are quizzes, a midterm exam, a class project, and a mandatory final exam. I also incorporate collaborative online discussions and reflective writing assignments using online learning software tools such as Canvas.

I ensure that my students receive different assignments every week, with each batch of assignments pertaining to the lecture materials for a specific week. I enforce strict deadlines, but I am a flexible educator when the situation requires it. My assignment deadlines serve the purpose of trying to prevent the students from getting so far behind in the course work, that they cannot catch up without submitting inadequate quality assignments. The deadlines imposed on my assignments serve as deterrents to help my students succeed.

The class project serves as a summative assessment of my students' progress throughout the semester. It is assigned during the midpoint of the semester, and split up into two parts. The first part is due around the timeframe that midterms are due. The final part of the summative assessment is due at the end of the semester before the final exam.