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. I make my instructions precise and to the point with no added filler words that may generate lengthy sentences. My lectures also do not contain jargon.

Although my written instructions on assignments or lectures are concise and to the point, I ensure that, using deep introspection, my instructions are clear for my students. I strive to make all my course content equitable, using inclusive language when necessary, so that each student has a thorough chance to succeed while they are in my class.

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. Since I study foreign languages on a casual basis, I tend to write my assignment instructions or lecture materials in way that, in most cases, my writing will translate to other languages without losing the intended meaning. Further, I firmly believe that, as a college professor, when a student is in your class, it is the responsibility of the professor to make sure all students can learn from the course materials. I believe this is beneficial because it helps me achieve equity in the classroom, while also promoting diversity.

My instructions and consultations to my students will consists 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, and a mandatory final exam. I also incorporate collaborative online discussions and reflective writing assignments using online learning software tools such as Canvas.

In mostly all cases, my students receive different assignments every week, with each batch of assignments pertaining to the lecture materials for a specific week. I tend to 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