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Teaching Philosophy

“Good teaching is more a giving of right questions than a giving of right answers.” — Josef Albers, a notable 20th-century art educator. This quote resonates deeply with my philosophy. I believe that every student has untapped potential, and my role as a teacher is to help them see it. By asking questions that stretch thinking, encouraging reflection, and framing challenges as learning opportunities, I create a classroom where effort is valued and curiosity thrives. When students are curious about the content and see it as an opportunity to unlock more profound understanding, they not only master material—they develop confidence, curiosity, and resilience that last a lifetime.

Active Learning and Student Engagement

In my classroom, learning is active and hands-on. I encourage students to explore problems from different angles and thoughts. I challenge them to stretch their thinking and highlight small wins, provide constructive feedback, and design assignments that reward creativity and persistence. For example, when teaching FINA 3770—a course where many students are not finance majors—I deliberately frame concepts in two ways: demonstrating their professional relevance for finance students and showing how the same ideas can be applied to personal decision-making for those in other fields. By providing in-class group activities and small sessions where students can answer one another’s questions, I help foster confidence and collaborative problem-solving. I also create opportunities for self-reflection and peer discussions, helping students think critically about their own growth.

Fostering Growth and Engagement

In my small teaching career, moments when a student who had struggled finally grasps a concept or solves a problem in a new way have been the most rewarding—the pride in their eyes reminds me why teaching is so meaningful. I truly grow alongside my students, and their curiosity and creativity continually inspire me to improve as a teacher.

Future Goals

My goal is to help students become great learners who are confident, curious, and willing to embrace challenges. Inspired by research on growth mindset, such as Carol Dweck's work, an American psychologist known for her studies on motivation and how beliefs about learning shape achievement, I aim to foster classrooms where students feel supported, challenged, and inspired to reach their potential—while I continue learning and growing alongside them.