

Pawan Kumar Thapaliya

pkthapaliya@mail.usf.edu

Statement of teaching philosophy

I view teaching and learning as a dynamic and reciprocal relationship where teacher and student have the opportunity to do both during the classroom experience. This is facilitated when students feel at ease with one another and when they are assured that their questions and comments are welcome. In my role as a teaching assistant for a General Physics II course, an important element in my tutorial was the opportunity for peer-consultation and discussion around a theme that was central to the lecture. This approach led to peer trust and comfort and eventually to greater class participation.

Communicating, organizing, assessing and evaluating ideas are the features of teaching and learning. Also monitoring how this idea has put impact on the students comes under the responsibility of the teacher. Student feedback through questions and discussions enables me to clarify and contextualize the ideas and information being conveyed.

Being a Physics teacher I do not believe on professor is the provider of knowledge and the students is the passive receiver. Instead I like my student involvement. When I bring new idea in the class I instantly pose classroom activities, which build the application skills of any newly Idea they learn in the class. For example, while I were teaching electrical circuit in the class. I drew outline diagram in the white board. Based on that diagram, I asked my student to build the actual circuit and to measure the voltage and current. This provides the excitement among the student and helps to build the concept.

Teaching and learning extends beyond the classroom experience where there is the opportunity for more tailored instruction and learning. As a Physics teacher I feel satisfied when my student truly apply the theoretical knowledge in doing experiment. In the same electric circuit class some of my students were able to design the circuit that were even not mentioned in the syllabus. This indicates that I was able to build their interest in the particular topic.

While knowledge of one's field is crucial, knowledge of learning styles and pedagogical issues is equally as important, especially when designing a course syllabus. It is at this point where issues of content delivery, student engagement, and critical thinking intersect to create a course that engage and challenges students. When I ask students to identify central themes from their reading at the start of class or circulate discussion questions prior to class, I am inviting them to engage more intimately with the course material.

While content presentation can indeed be an art, the logical organization of course material with clearly outline expectations, supplemented with in-class discussions and assignments that invite students to critically engage with the material are skills that can be acquired through continual self-reflection, self-learning and professional development.