Teaching Philosophy

Teaching is a life-long rewarding and training process, which provides, as well as needs, enthusiasm and motivation. A teacher performs several roles such as a coach, a gardener, and a guide. I consider my students as future leaders and builders of the community. I always remind them of a marathon race, where my role is of a coach, and they are the runners who will run and win the race – every student has his/her personal target completion time and everybody will win.

I strongly believe in both verbal and non-verbal 2-way communication. I adjust my pace according to the facial expressions of my students. Further, the classroom discussions are encouraged by open-ended questions. I use pauses to give my students sufficient time to think and contemplate. The hook-ups and icebreakers are used in introducing new topics. In an attempt to retain class attention, I use wide hand gestures, eye contact, and vocal variety. A walk around the classroom ensures that the front rows as well as the back rows are equally immersed. I rely on metaphor usage for effective delivery. I maintain regular office hours to interact with my students on individual basis, which provides more personalized attention and develops a stronger bond of teacher-student relationship.

The effective teaching techniques are essential for a fruitful learning. I use several teaching tools such as, PowerPoint, overhead projector, erase board, data projector, and multimedia tools. I also use TabletPC to save the diagrams and explanations of my lectures. Further, the audio recordings of my selective lectures provide an opportunity to review the topic, if needed. The course (content) delivery tools, such as WebCT and nTreePoint, facilitate the course management. Although I am an early adopter of emerging and innovative technologies, I am still a strong advocate of using paper and pencil. For practice and impromptu exercises, I often ask my students to write a programming code or draw class and design diagrams. These short in-class exercises provide an accurate and timely evaluation of students’ learning, which assists in adapting my lecture according to the specific student group.

The evaluation tools are excellent means to estimate the success of teaching. The tools such as quizzes, assignments, and the term tests facilitate in maintaining the consistent performance for the entire term. Further, the tools provide the opportunities for recognition and awards, which build self-esteem and motivation. The extensive, applied, and focused assignments assist in learning the difficult and complex concepts. The third and fourth year courses include team projects to provide hands-on experience of methodologies and principles of design, process, and management.

Plagiarism is an essential part of academic integrity and it can be minimized by incorporating a few management techniques. As students come from different cultural and social systems, the plagiarism and cheating are identified and explained by several case studies, and also by an invited librarian presentation. To emphasize the importance, I discuss about plagiarism in every assignment. For some courses, an on-line plagiarism tool, TurnItIn, is used to prevent the possibility of plagiarism. To minimize the end of term stress, my course deliverables are uniformly distributed over the entire term; I frequently discuss the stress and time management techniques. Further, I promote the on-campus workshop sessions on plagiarism, stress-busters, and time management.

The university education should train students for critical thinking, analytical ability, and managerial skills in order to prepare students for future challenges. I want my students to grow technologically, intellectually, and as well as socially. Teaching is my passion and I can maximize my contribution by being a teacher.