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Statement of Teaching Philosophy

Celebrate student originality and creativity. Cultivating a classroom in which students engage genuinely is a crucial facet of my teaching. I believe student authenticity is a key ingredient in ownership of learning. Leading by example, using humor when appropriate to exhibit my own personality, I curate an atmosphere in which students honestly participate and provide feedback.

Embrace individuality through multi-modality learning. Giving students ample opportunities to engage with a variety of examples is critical to succeeding in mathematics. Each problem that is correctly completed inspires security and understanding that bolster students' confidence and performance and fuels their future learning. I use inventive strategies and meaningful mnemonic devices to communicate fundamental topics. Offering students content they are expected to view prior to class also cultivates ownership of knowledge. Group activities, in-class discussion, and scaffolded handouts to be completed in small groups are paired with in-class and video lectures and course notes that include worked-out solutions to carefully chosen practice exercises.

Engage students in interest-based learning. Coaxing students to facilitate their own learning using their unique context and schema is essential in my teaching. Curiosity and inquiry are the tools I use to achieve this end. Each semester, I collect information on my students' educational backgrounds and aspirations by soliciting a student questionnaire; then, I use these responses to directly inform creation of course materials and to influence in-class discussions to ensure that students relate to the course in a manner that is meaningful and beneficial to their own goals.

Reflect on student engagement and interaction. By soliciting direct student-to-instructor feedback to evaluate the efficacy of my teaching, I improve the chances of success in student learning outcomes. I seek to understand students' strengths and weaknesses, making calculated, thoughtful adjustments for the next interaction. I provide my classes with detailed feedback on assignments and quizzes with emphasis on identifying and rectifying common student mistakes. I hold personalized recitation meetings for students who exhibit unsatisfactory performance.