

Statement of Teaching Philosophy

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I strongly believe that the main purpose of teaching is to bring out the best in every student. My teaching philosophy is based on the following beliefs and guidelines.

1) I believe that learning is a continuous process of asking and answering questions.

Learning is a life-time continuous process. The first step of learning is to know how to ask questions. The second step of learning is to search for answers to those questions using all available resources and learning tools.

2) I believe that teaching is about facilitating learning for all students.

Teaching is about facilitating the above mentioned process of learning for all students by igniting students' interests about learning and by providing training to students to enrich their learning toolbox. I strive to help students formulate questions and search for and construct a complete answer as we work through the question-and-answer process both in and out of the classroom. I explain the abstract models, concepts and other learning tools with clarity and real world applications. I try to create an environment in my class so that the students can feel free to ask as many questions as they want. I encourage students to make use of my office hours and to send me e-mails if they have any questions.

3) I strive to use technology to enhance learning environment.

I use technology to facilitate learning in and out of the classroom. I use both blackboard and multi-media equipment to present my lectures. I maintain course web pages which contain teaching resources including course outlines, lecture slides, assignments and midterm exams with solutions, and course related announcements.

4) I set critical thinking, mastering the learning tools and developing problem solving skills as the major goals for students

I have three major goals for students. First, I want them to learn how to think critically-not only about the topics I present in class, but also about the economic issues that they are exposed to in the real world. Second, I want my students to master all the concepts, models and learning techniques in a given course so that they face minimal problems in their higher level courses and they can be better equipped to go through their life-long process of learning. Third, I want my students to develop their problem solving skills. I set assignment and exam questions in a way that requires critical thinking and an ability to solve problems using concepts, models and techniques presented in the course.

5) I strive to establish a healthy relationship with students by treating them with fairness, respect and care.

I believe that a healthy relationship between the teacher and student is essential to successful teaching. I try to memorize students' names well early in the term. I treat students with an impartial, but not an uncaring, attitude. I try to understand what students are going through as individuals and as students. I treat students with respect so that I get the same behavior from students.

6) I always reward students for improvement during the term.

Learning new concepts and techniques, and developing critical thinking ability in a short period of time can become very challenging for some students. These students may fail to perform up to their expectations in the midterm exams. To encourage them to work harder for the rest of the term and not to quit the course, I always provide an option of taking 100% on the final exam, which is a comprehensive exam covering all the course materials. My students, in general, appreciate this grading policy.

7) I believe that teaching itself is a learning process.

I believe that teaching itself is an ongoing learning process. I think critically about my teaching and then put these thoughts into action. I read student evaluations and try to revise my teaching style for my next course. I also ask for the feedback from the students about my teaching ability and course contents during the term and try to address their concerns and make changes as needed.

8) I am committed to go beyond lecturing and engage myself in working closely with students.

I am determined to go beyond lecturing and engage myself in working closely with students. I strongly believe that advising, participating in non-academic activities, watching the students grow and mature inside the classroom and out (and having an influence on that process) are among the most rewarding aspects of teaching profession. I am committed to working with my students and have maintained professional relationships with many of them years beyond the classroom.