Statement of Teaching Philosophy

My teaching philosophy is grounded in my values and rooted in Backward Design by first developing broad learning goals. Using Bloom's Taxonomy, I define specific, measurable learning objectives and employ both summative and formative assessments to gauge learning across these objectives. Designing course assessments, I apply universal design principles to ensure accessibility and equity for all students' academic success. Leveraging my extensive network of community leaders and thought partners, I include real-life experiences and examples to teach students how classroom theory is directly applied. Finally, through the lens of my students, I develop tailored class content, activities, readings, and grading rubrics to ensure course objectives are met successfully by my students.

Good teachers can help students acquire new analytical tools and spark their passion for learning, deepen their understanding of real-world phenomena, and encourage the development of their own ideas. This belief is the primary source of my enthusiasm for teaching and my commitment to improving students' learning experiences. My commitment also reflects my gratitude to the great teachers that have inspired me to pursue an academic career, from whom I have learned what I know and try to pass along to my students.

Effective teaching requires, in my opinion, an engaging learning environment and flexibility to meet students' needs. I strive to create a positive and open atmosphere in class, fostering participation and discussion. I assign readings in advance, sometimes about current events and debates, and encourage questions and comments, which helps keep students engaged. Fostering class participation is essential to keep students motivated and identify the hurdles they are finding in the learning process. Encouraging students to come to office hours is also instrumental in that respect.

Another essential ingredient for effective teaching is careful course preparation. I invest a lot of time in course preparation and planning. When preparing lectures, I carefully consider how to present the essential assumptions and implications of each theoretical model, break the models down into their building blocks, explain each of these clearly and precisely, and bring real-world examples and applications. I carefully design assignments so that they prompt students to better grasp and apply the analytical tools and concepts covered in class, including providing grading rubrics to aid in student success.

Teaching Values

Empathy, Truthfulness, Fairness, Welcoming, and Inspirational