

Teaching Philosophy

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The word student derives from the Latin word *studere* which means desire, to be eager for. In some eastern languages such as Turkish and Arabic, the word student means *talebe* which refers to person who demand something. My teaching philosophy is built upon the idea that students come to classroom with demand and desire to get knowledge, skills, and experience they need for their life. As a professor, my ideal is to provide necessary learning environment in the classroom, ensure all my students have every opportunity to learn, and give them chance to present their learning outcomes. My teaching philosophy is built upon four pillars: student engagement, collaboration, mutual respect, and analytical reasoning.

First, I provide my students spaces of appearance for engagement and expect them to be part of the classroom. I actively invite students to comment on topics being discussed. I also give assignments (e.g. presentations, asking questions to presenters) that will engage students to class discussions. Second, I encourage my students to work together both within and outside the classroom. Technology utilization is key for enhancing collaboration between students and I utilize online teaching tools to ensure that students communicate with each other in the most time efficient and effective way. Third, I value input of every student in the classroom and expect him or her to be respectful to their peers as well as the professor. Lastly, I expect students to have an analytical background for their discussions. To build analytical thinking skills, I give assignments which require students to build a conceptual framework or picture of what has been discussed on a topic.

I believe that the role of a professor is not only to teach, but also prepare students to life. Learning is a never-ending process and I aim to give my students passion to learn at every age, think critically, and be analytical in decision making.