

Teaching Philosophy

By Alexander Mosesov

My teaching philosophy is a product of lifetime experience: trial-and-errors, advice from other instructors, social and personal academic interactions, professional encounters, reminiscences on my best teachers, mentoring my own daughters, and many other facets. Teaching, or rather pedagogy, being a blend of art and science, it is a very delicate and responsible duty, especially in higher education.

Our audience consists mostly of young inexperienced men and women fresh out of high school. Our objective is to help them to become competitive professionals equipped with appropriate knowledge, skills, and attitudes. Hence, all curricula and extracurricular efforts should eventually serve this purpose, based on the following major elements:

- connection of my knowledge in the field to ways of helping my students learn that knowledge through effective communication with students during teaching-learning process,
- developing a healthy relationship between me and students, such as getting to know them, building rapport with them, applying individually special teaching techniques (focusing attention, arousing interest, enhancing inclusion, stimulating thinking, promoting discussions, assessing levels of understanding),
- creating overall supportive psychological, social, cultural, and physical learning environment in classes,
- outcome-oriented teaching allowing students to use the knowledge learned in class to solve the real-world problems,
- integration of responsibilities of university faculty, whose main missions are teaching, research, and public service.

These and other aspects of my teaching philosophy so far have proven to be quite productive. And yet, while student reactions are quite positive, I continue to refine my approaches through peer and student evaluations; creative thinking; and keeping up on the literature. The ultimate goal, of course, is to always be able to do something that exceeds my previous accomplishments - to keep learning myself.