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My Teaching Philosophy

The purpose of education is to assist individuals towards their desired goal in life or help them find it in case they do not have one. It is evident that without an end goal in mind, education has very little meaning. Hence, it is vital to help facilitate students carve that path towards their goal. An instructor can create that goal by making students believe that they will learn something of value from the class and build that path by giving them the tools to succeed, with adequate effort, in the class.

I remember the first class I attended in economics in my junior year of high school. It was there that I first learned about the concept of opportunity cost and how it related to my daily choices. I was fascinated by the relevance of economics in such essential functions. The amount of inspiration I got from the class is why I want to teach the principles of economics. I want to help students delve into this vast field and hopefully inspire them to pursue it as their career choice.

Students learn best by listening carefully in class and then going home and critically thinking about the material they learned in the class. It is essential to be very attentive in class to understand what the professor is trying to convey to the students. It becomes equally important for the instructor to make sure that he/she has complete attention from the students. One method of achieving this goal could be through constant engagement with students. For example, simple multiple-choice questions for students to answer, asking students if they could relate the subject material to their experience, and engaging students in team activities are some of the ways to keep hold of student's attention. The first goal in teaching should be to get the complete attention of the students in class. Furthermore, goal-directed practice is key to retaining the course material studied in the class. Challenging students with enough practice materials can be fruitful for students as well as the instructor.

The second goal of the instructor should be to communicate clearly with the students so as an educator you can understand the student's expectations from the class as well as try to find common ground with the goals of the institution. The end goal of teaching principles of economics is to help students get a glimpse of the possibilities in the field as well as explain the fundamentals of theories of economics. With that in mind, the course syllabus is a crucial document to communicate with students. A well-devised course syllabus will assist students assess the workload and time needed to invest in the class. Also, providing students with useful feedback promptly can help students keep their focus going on in the class. Assessment strategies such as Homework, in-class group work, and quizzes can be a great tool to check on the students' progress in class.

The most effective teaching methods are often tailored to the composition of the class. An introductory class like Principles of Economics requires the instructor to keep the classroom environment engaging while carefully teaching the fundamentals of economics. It is essential to maintain a balance between tools such as the whiteboard, PowerPoint presentations, and media. Other methods can include using known historical figures. I know this because, during my

introductory class as a student, the professor brought historical personnel and their thoughts into the relevant subject matter frequently in class. By doing this, students can relate to what they already know a little about the field.

While teaching a class, it is also important to consider the institutional goal. Institutional goals provide a general idea about what the values of the institution are. This helps to keep a consistent classroom environment across classes. My overall goal in teaching the principles of economics class is to create a sound and disciplined learning environment that is so important to me as a student. As an instructor, just like a student, I have to learn from my own mistakes and improve over time. Self-reflection through peer evaluations, student assessments, and engagement are some of the ways I intend to learn to be better at teaching. As I teach more classes, my teaching philosophy will also evolve and help me fine-tune this philosophy.