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Teaching Statement

Teaching Philosophy

Teaching is a collaborative and purposeful process that goes beyond simply delivering content. I strive to create an inclusive, engaging environment where students feel recognized, challenged, and supported. My approach promotes critical thinking, real-world application, and reflective learning. With over ten years of experience and a background in educational leadership, I value diverse perspectives and believe that learning thrives through open dialogue and meaningful connections. I see teaching as a space to nurture curiosity, empower students to lead intentionally, and co-create knowledge that is both meaningful and transformative, inside and outside the classroom.

Instructional Approach

My teaching approach emphasizes creating meaningful, student-centered learning experiences that connect theory with practice. Whether teaching Strategic Management, Organizational Development, or Research Methods, I combine lectures with collaborative problem-solving, case analysis, and data-driven inquiry to engage students. I aim to meet students where they are and customize instruction to serve diverse needs while maintaining high standards. My use of educational technology, including R, Python, SPSS, and JAMOVI, as well as platforms such as Canvas and Blackboard, enhances analytical skills and digital fluency. I also incorporate formative feedback and reflective assignments throughout my courses to help students track their progress and deepen their understanding of the material.

Supporting Diverse Learners

My teaching career, which spans both urban and rural campuses, has enabled me to develop an understanding of cultural, linguistic, and socioeconomic diversity. I incorporate this broad perspective into my teaching by designing an inclusive syllabus, offering accessible resources, using differentiated instruction, and being mindful of various learning styles, backgrounds, and experiences. I intentionally include diverse voices in course materials and encourage students to share their own experiences during discussions. I believe every student should feel recognized, heard, and supported, and I strive to create a learning environment that is fair, participatory, and welcoming for all. My approach is grounded in empathy, equity, and a belief in each student's potential to succeed.

Reflection and Growth

Over the years, my teaching has improved through ongoing reflection, student feedback, and professional development. I regularly review my course design, teaching methods, and classroom interactions to better support diverse learners. Discussions with colleagues and participation in faculty learning communities have helped me refine my approach and stay responsive to new challenges in higher education. I see teaching as a lifelong learning process that evolves with each student cohort and every classroom experience, motivating me to grow not just as an educator but also as a learner.

In summary, my teaching is grounded in a commitment to relational learning, critical inquiry, and inclusive practices that equip students to lead with insight and purpose. As I continue to grow as a scholar and educator, I remain dedicated to creating transformative learning experiences that are both intellectually stimulating and socially responsive.