Teaching Philosophy Statement

I am currently an interdisciplinary Ph.D. candidate in Telecommunications and Computer Networking as a primary discipline and Electrical and Computer Engineering as my co-discipline at University of Missouri-Kansas City (UMKC). I had a long-cherished desire to find a faculty position from my undergrad. Therefore, I always noticed how our teachers were trying to teach us so that I could follow the best style of teaching to understand a topic and use it to my students. I have nearly 3 years of teaching experience as a lecturer and later as an Assistant Professor in Khulna University of Engineering and Technology, Bangladesh. Starting from Fall 2105, I am teaching in each semester including summer at UMKC. I taught graduate level CSEE 5110-Network Architecture I and the freshmen/sophomore level ECE 216-Engineering Computation at UMKC. I design student learning outcome for the graduate level course by focusing on application and synthesis while I emphasize on knowledge and comprehension for freshmen/sophomore level course.

Through a competitive application process, I received a Preparing Future Faculty (PFF) Award from UMKC. I am currently enrolled in this graduate certification program. This program is primarily designed for the doctoral students to prepare them as a competitive candidate for faculty position by augmenting their teaching skill. Through this program, I have become more aware of faculty roles. Furthermore, PFF increased my self-confidence to be an academic professional, provided the opportunity to collaborate with faculty and peers from other fields, and helped to build the teaching portfolio to enter the academic job market as well prepared.

I really enjoy teaching and always believe in one thing. Knowledge is the key to the success of a nation and teachers are those who provide knowledge. This encouraged me to choose my long-term career goal as a faculty in Computer Science or Telecommunications or related field. I believe teaching and learning are inseparably related to each other. If the learners cannot understand what their teacher is trying to teach, then there is no meaning of teaching. To me, it is something like work for nothing. So, before discussing my own thought of teaching theory, I would like to describe something about learning theory from my own experience. Even though I have a short career as a teacher, however, I already have a long student life so far which gave me some insight about learning in the most convenient way. As a learner, I am never comfortable with studying something for which I cannot create a picture in my mind. I am not comfortable with the style of only reading textbooks but not implementing them in practice. I can learn something more efficiently when I can implement it. More often, watching videos, group discussion, and group projects help me to understand hard conceptual theory rather than just reading through the textbooks. As a teacher, I keep these things in my mind when I want my students to learn something.

I think the responsibility of a teacher is not only limited to share knowledge only on the subject he teaches rather he needs to act like a doctor, psychologist, and leader of an organization simultaneously. Like a doctor, a teacher needs to use his knowledge for the benefit of others. Both teachers and doctors use their knowledge to treat others where teachers treat through giving intelligence and doctors treat by providing medication. When I see someone, I treat better, it makes me happy. Furthermore, teachers are not only responsible to help the students to get success but also keep pulling them up when they fail. A teacher needs to talk with students individually who are not doing well to figure out their problems and try to find out a solution. So, most often like a psychologist, a teacher needs to do counseling. I think a teacher should feel every student like his own child and help them to develop their personality. He should remind fellow students to walk in the right way and cultivate the moral by doing something exemplary as well. Therefore, having leadership skill is an important criterion for effective teaching practice. This can

help to guide students in their path of life and also the students can learn positive attitude from the teacher's personality which can prepare them as an effective next-generation leader.

My first and foremost goal as a teacher is to share as much knowledge as I can with my students. I also like to develop positive attitude in my students' mind through my teaching practice. I put myself in the situation of a student and remember the condition of my own student life. From my experience, I observed that not all the students in any class come with the same intelligence. I do not feel bored or frustrated to explain something again and again. I always try my best to make sure that all the students in my class are able to understand whatever topic I am teaching. Some students may understand something very fast. However, I never feel that my job is done at this point, rather this is only the beginning of my actual aim. I love to accommodate the weak students and keep asking them questions to determine their weak points. I always try to be patient, cooperative and friendly with my students to create a positive learning environment. I help my students to develop critical thinking ability as it is very important for engineering students. I allow all of my students to ask questions and don't treat any question as stupid. I want my students not to feel shy to ask questions. One of my prime teaching philosophy is to remove shyness from my students' mind and make them bold to ask any question even if it seems irrelevant.

Motivation is very important for students to get success in their academic career. To motivate my students, I try to let them know that I care for them. Some strategies I use include giving compliments and encouraging to take advantage of office hours. I always try to keep my class interactive by asking them questions. I also try to make any topic interesting so that they do not lose their interest. It has been a habit to me to ask my students whether they have understood or not after delivering a lecture on some topic very often like in every five minutes. I do this since my aim is to not only to deliver the lecture to complete the syllabus rather keep my eyes and ears open always to observe that my students are really understanding what I am trying to make them understand.

Personally, as a student, I don't like to memorize anything, so I always try to prepare the questions for the homework and exam in such a way that students need to memorize less, however, they need to understand the topic very well to answer the questions perfectly. I also believe that doing projects help more to understand anything rather than just theory based exams. Reading theory can give knowledge to students. However, if they won't use it in practice, the theory will not be sufficient enough to provide the clear picture about the topic. Hence, I always try to assign some projects while considering their ability to complete it with their skill and within the timeline. I think that both the individual and group projects are important to build the skill of a student since individual projects can help them to be self-dependent and group projects can help them to learn how to work with others, which is very important for their future life. When I assign any project, I really feel happy to help the students to successfully accomplish their goals.

Last but not the least, as a teacher I need to be very careful while doing an assessment. I believe, an efficient assessment technique is one of the most significant components of good teaching practice. I should not be too generous or too strict while examining the students' works. While doing an assessment, I also keep several key factors in mind. I think assessment can be effective when it replicates the apprehension of learning by means of integrated, multidimensional and discovered in execution over time. I also believe that periodic assessment is good since it indicates an updated parameter of learning for the students rather than occasional assessment. Finally, a good assessment practice depends on a clear and explicitly stated student learning outcomes.

Below is a summary of my teaching evaluation at UMKC:

I taught graduate level CSEE 5110-Network Architecture I (2 times including this semester) and the freshmen/sophomore level ECE 216-Engineering Computation (5 times) at UMKC.

Semester	Course Title	Criteria	Average Score (Out of 5.0)
Summer 2017	ECE 216-Engineering Computation	Is the instructor an effective teacher?	4.78
		The instructor's command of English was effective in communicating the content of the course	4.63
Spring 2017	CSEE 5110-Network Architecture I	Is the instructor an effective teacher?	4.4
		The instructor's command of English was effective in communicating the content of the course	4.22
Fall 2016	ECE 216-Engineering Computation	Is the instructor an effective teacher?	3.96
		The instructor's command of English was effective in communicating the content of the course	3.76
Summer 2016	ECE 216-Engineering Computation	Is the instructor an effective teacher?	4.5
		The instructor's command of English was effective in communicating the content of the course	4
Spring 2016	ECE 216-Engineering Computation	Is the instructor an effective teacher?	4.55
		The instructor's command of English was effective in communicating the content of the course	3.46
Fall 2015	ECE 216-Engineering Computation	Is the instructor an effective teacher?	4.12
		The instructor's command of English was effective in communicating the content of the course	3.77