

Teaching Philosophy

My teaching philosophy is: "To create *students-techno-centered* ambiance wherein students learn through fun, doing activities, active participation, and a spirit of cooperation and collaboration in the peer group or teamwork to make them autonomous with full sense of pride and confidence."

My teaching practices empower students to realize their full potential by providing opportunities, support, feedback, and guidance to achieve the learning outcomes. I plan various activities based on given curriculum, students' learning styles and real-life situations with an aim for the students to comprehend, engage, practice and construct products to display and reflect on tangible progress and desired results. This enables me to bring about the paradigm shift from rote/memorizing method to widen cognitive skills and think critically and apply it in real-life situations to tackle problems creatively. I, through these classroom practices, endeavor to make the classroom an arena for students to learn, develop and demonstrate the productive and the receptive skills.

We pass through a revolutionary phase of rapid technological advances bringing in new challenges. Today, teachers should not only extend beyond delivering the lecture and passing on information but also go through training, seminars, workshops, and conferences to acquaint, develop, analyze and communicate new knowledge. Mostly, I found the students learn more effectively in informal discussions during office hours and interacting on social media beyond classroom settings. I adopt the co-teaching approach to learning much from my colleagues and students. I still foresee to ongoing teaching, research, training and learning en route from my peers and students to grow and learn new things.

I believe that teaching is not about one individual student, but about hopes, expectations, and aspiration of many students. And when the institution exists to impose faith and empower its teachers with autonomy, good curriculum, evaluation standards, and encouraging environment to teach rather to put obstacles in their path, progress is

Teaching Philosophy Paper

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Embracing the Melody of Term: An Psychological Symphony within **Teaching Philosophy Paper**

In a world taken by displays and the ceaseless chatter of instant communication, the melodic splendor and emotional symphony produced by the published term usually diminish in to the backdrop, eclipsed by the relentless sound and interruptions that permeate our lives. But, located within the pages of **Teaching Philosophy Paper** an enchanting literary prize overflowing with natural thoughts, lies an immersive symphony waiting to be embraced. Crafted by a wonderful composer of language, this charming masterpiece conducts readers on a mental trip, well unraveling the concealed melodies and profound affect resonating within each carefully constructed phrase. Within the depths of the moving assessment, we will explore the book is key harmonies, analyze their enthralling publishing fashion, and submit ourselves to the profound resonance that echoes in the depths of readers souls.

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