



My Teaching Philosophy

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It is my responsibility to establish an environment in which learning can take place both in and out of the classroom. To do this I must make well-structured presentations. I must carefully choose textbooks and other materials to supplement what I present. I must prepare my own materials when existing materials are not up to date or are below my standards.

I must be accessible to students when they are having difficulties understanding the concepts and skills I am teaching.

Teachers do not know the answers to every question, nor are they always right. This is especially true in computer technology courses and in educational research method courses. Both my students and I will benefit if I acknowledge uncertainties and miscommunications. The class is a dynamic social structure where the teacher learns along with the students.

My courses are not venues for teaching academic responsibility. Students should know what makes a good citizen in an academic community. They should know that while the responsibility of the teacher is to teach, it is the responsibility of the student to learn.

I am a strong believer of socio-cultural learning perspectives. I believe that classes work best when students view one another as knowledgeable and expect to learn as much from classmates as from the teacher. In computer technology courses and research method courses where difficult issues are being considered or technological glitches may arise unexpectedly, collaboration and engagement is foundational to the success of the classes.

A serious college student is one who desires to learn and who will make any necessary effort to do so. This student does not limit learning to only that which has recognizable application, but also is interested in being an explorer in a universe with a diversity of ideas. Such a student will spend many hours of study outside of class so as to make the most of time in class.

Students come to my class with various aptitudes, prior achievements, and reasons for enrollment, motivations, and goals. I measure the value of a student not by aptitude, but by a desire and motivation for learning. I will not make compensations for individual priorities, but rather will foster the growth of any student who has made my class a high priority.

My primary goal is education. I measure my success not by popularity, but by the progress of my serious students. I will consider myself a successful teacher if these students know that they are more knowledgeable and better thinkers because they have taken my courses.