

TEACHING AGENDA: MENTORING METHOD

Teachers are driven by the endless cycle of self-improvement in the overall learning process. I am no exception. Semester by semester, I target several areas of improvement in my teaching style and my classroom management. Enthusiasm, attitude toward students and grading policies all have fallen between 3.80 and 4.00 in classroom evaluations out of 4.00 in my overall career. My enthusiasm shown toward the courses, the welfare of my students and the grading policies continue to be reflected very positively. I believe this excellence is verified by the evaluations because of my philosophy of encouraging students to be active members of the teaching process. I was named an Outstanding Teacher and Administrator by the Mass Communication students, staff, faculty and college at The United Arab Emirates University using this approach toward learning.

I use the Socratic method. In effect, students become team teachers with the master teacher, and this also empowers them. Students who teach their peers in the classroom gain self-confidence. They have to thoroughly master their area of interests; therefore, they have to internalize a reality that will continue to provide sustenance to their cognitive thinking skills. The critical thinking environment is enhanced in this way. This type of atmosphere also translates into student journalists who become true professionals. They graduate to be good citizens, who think issues through, who inspire and mentor others in turn to strive toward excellence in the profession and who stand for something. I mentor faculty and staff to use this process as well. Therefore, I also learn instructional methods from my peers in the educational process.