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ATTN: Hiring Faculty

Teaching Philosophy

Thanks for this opportunity to talk to you about my teaching philosophy. Education shouldn't be this drab lecture that students sit in while watching the second hand of the clock meaninglessly rotate minute by minute around, hoping for it to speed up because the speaker is so mind-numbing. To me, teaching should be intense and exciting, an adventure that tells a story, even in math class. My philosophy in education takes a lecture and tries to deconstruct it into meaningful bite-size pieces and deliver content in non-lecture ways such as discussion, activities, and exercises that promote collaborative learning experiences rather than passive listening. There is a place for lecture, but there is also a place for non-lecture learning, and many teachers miss this important area of pedagogy, especially at the collegiate level.

Math and statistics are such a feared subject by many students, especially in lower-level undergraduate classes and remedial classes. It then, behooves the lecturer or professor to develop ways to make the subject less intimidating, and the chief way I have found to do this is excited communication. Students value the back and forth discussion that proceeds, even in the most mundane talks of integration or hypothesis testing. An eager teacher often bleeds eagerness onto the students as well, and communicating back and forth with them tells them that the teacher cares about their opinions, viewpoints, and insights.

The diligent teacher is also able to scope out students who need extra support and attention and attempt to differentiate the instruction in a way that makes it digestible and relatable to those students as well. One thing that teaching shows is that there is no cookie cutter one-size-fits-all approach – every student is individual, and the care taken in delivery of content needs to be always cognizant of that factoid.

In the realm of statistics, too often, educators are met with indifference or even fear. My aim as an educator is to reach every student, regardless of ability level, and raise them to a level of excellence. This requires a varied toolbox of strategies, including whole-class instruction, one-to-one instruction, activities, discussions, debates, office hours, virtual office hours, tutoring, and videos. All of these taken together given support that allows most students to be successful. I firmly believe that every student can be successful given the right supports. In this sense, teaching is somewhat a role of chemist, mixing the right cocktail of supports that will prove effective. It is truly an artform, and this interplay between learning supports and pedagogy really interests me. From the best of students to those that need the most support, the effective educator can figure out a way to reach them all to perform at their highest ability. It is this goal that drives me, and I am passionate about reaching diverse and underprivileged students to this end.