

Amir Foroughi
Teaching Statement
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1. *Teaching Philosophy*

My teaching philosophy is heavily influenced by my experiences as an instructor of undergraduate management students in Islamic Azad University of Iran, Limkokwings (Malaysia) and as a teaching assistant for degree students in university UKM. Students pay attention to information that they can connect with their current and/or near-future lives. Thus incorporating current events and real world examples is particularly valuable, especially if these examples relate to students' plans for employment. Organization of the material is also extremely important - from clearly stating learning objectives and takeaways for the course and for each class individually, to frequently connecting current material to past material covered. This is especially useful in discussion-based courses, which can at times move in unexpected, although interesting, directions.

I believe that I am in the classroom to facilitate student learning. First, I cultivate an environment in which every student feels comfortable participating. Second, I use a variety of teaching and assessment methods that incorporate the many ways in which people learn. The undergraduate course I taught included lectures, student presentations, case discussions, field trips, and games. Third, I evaluated the students on a variety of measures in order to capture fully the learning that was occurring. Students were evaluated on participation, presentations, quizzes, midterm examinations, and a final paper.

2. *Teaching Experience*

Research methods in Management and business statistics

Before starting PHD program I was a lecturer in Islamic Azad University of Iran and after starting PhD program in Malaysia as a doctoral candidate at the faculty of Education in the Department of policy and leadership I taught a semester-long three-credit in entrepreneurship program in UKM and part time lecturer in Limkokwings, not as a teaching assistant, but as the instructor. This gave me the opportunity to experience the full teaching process - from choosing a textbook and creating the syllabus, course pack, and lecture slides, to writing and grading the

exams, quizzes, and evaluating student presentations. I drew on my own experiences as a student and as a business professional, on the teaching preparation class we took for credit, and, of course, on my training in management. Although challenging and somewhat daunting initially, I found that I truly enjoyed sharing my knowledge to the students, encouraging them to learn from each other, and learning from them as well.

3. *Quantitative Skills Workshops*

The faculty of education offers a quantitative skills workshop to entering PhD and master students. Participants in most of these workshops during my time at UKM provided me the opportunity to teach degree students and private PhD students as a tutor. As teaching assistant, I led break-out sessions, helping the students work through assigned problems and answering their questions about any material covered in the lectures. Although not as challenging as instructing a course, working as a teaching assistant was very rewarding; the management and business students clearly were there to learn and appreciated someone facilitating that process.