

My Beliefs Concerning Teaching

I am mainly teaching undergraduate courses. Teaching plays a vital role in our college education. My primary responsibility as a teacher is to help prepare and develop our students to face the challenges that they will face in a real world. I truly enjoy teaching and working with students. I started teaching with full responsibilities while I was a graduate student. Since then I have taught many different mathematics classes ranging from College Algebra to Partial Differential Equations and Introduction to Real Analysis. I also taught two quarters of Electrical Engineering and Circuits I. I view teaching as a challenge because one not only has to be competent in the subject but also has to know how to inspire the students and convey the knowledge to them. Being aware that many students take mathematics courses simply to fulfill a requirement, I realize that motivation is one of the key factors in a student's success in a mathematics course. Whenever possible, I use examples in the lecture that students can relate to in their major field. I also actively involve students in class discussions. I always try to understand how students approach problems and try to anticipate the difficulties they may have. This enhances our communication. I believe that the best teaching approach is achieved when students are encouraged to contribute to the lectures and when teachers listen and respond.

We live in a high-tech era and I believe that technology must play an important part in today's mathematics education. Using computers and graphing calculators makes many mathematical concepts considerably easier for students to understand. Also, it gives students visual insights into some complicated mathematical ideas which are otherwise difficult to imagine. I also believe, however, that technology cannot replace the need for fully understanding fundamental mathematical concepts. Only when students have a complete command of these mathematical concepts, will they appreciate the use of the technology. Therefore, I believe a balance should be struck between the use of technology and more traditional work.

A list of Undergraduate Courses Taught and Student Retention Rates and Evaluations

My average of students' evaluations in the past six years is 3.75. Average retention rate is 82.16%.

Term	COURSE NUMBERS	BRIEF COURSE TITLES	CLASS SIZE (9 th day)	CLASS SIZE (Final)*	Retention Rate	TA (Yes/No)	Summary Evaluation [†]
W19-20	MATH244-004	Calculus IV	40	35	87.50%	No	3.9
W19-20	MATH242-002	Calculus II	44	30	68.18%	No	3.7
W19-20	HNRS241-H01	Honors Calculus I	34	28	82.35%	No	3.7
F19-20	MATH243-003	Calculus III	48	39	81.25%	No	3.7
F19-20	MATH240-014	Precalculus	35	32	91.43%	No	3.4
F19-20	MATH240-006	Precalculus	40	26	65.00%	No	3.5
S18-19	MATH245-002	Differential Equations	40	32	80.00%	No	3.6
S18-19	MATH243-003	Calculus III	41	31	75.61%	No	3.8
S18-19	MATH242-001	Calculus II	42	31	73.81%	No	3.5
W18-19	MATH244-004	Calculus IV	44	39	88.64%	No	3.9
W18-19	MATH242-001	Calculus II	49	40	81.63%	No	3.8
W18-19	HNRS241-H02	Honors Calculus I	35	27	77.14%	No	3.7
F18-19	MATH243-003	Calculus III	40	30	75.00%	No	3.9
F18-19	MATH240-014	Precalculus	42	34	80.95%	No	3.6
F18-19	MATH240-008	Precalculus	42	35	83.33%	No	3.6
S17-18	MATH245-002	Differential Equations	34	27	81.82%	No	4.0
S17-18	MATH242-005	Calculus II	40	27	67.50%	No	3.8
S17-18	MATH242-H01	Honors Calculus II	33	23	67.65%	No	3.9
W17-18	MATH242-04	Calculus II	40	33	82.50%	No	3.4
W17-18	MATH244-04	Calculus IV	35	23	65.71%	No	3.6
W17-18	MATH482-01	Introduction to Real Analysis	21	17	80.95%	No	3.6
F17-18	MATH240-012	Precalculus	38	23	60.53%	No	3.3
F17-18	MATH241-03	Calculus I	43	31	72.09%	No	3.7
F17-18	MATH243-02	Calculus III	40	30	75.00%	No	3.7
S16-17	ENGR221-01	Electrical Engineering & Circuits I	30	27	90.00%	No	4.0
S16-17	ENGR221-03	Electrical Engineering & Circuits I	48	41	85.42%	No	3.9
W16-17	ENGR221-01	Electrical Engineering & Circuits I	48	45	93.75%	No	3.7
W16-17	ENGR221-03	Electrical Engineering & Circuits I	49	44	89.80%	No	3.9
F16-17	MATH240-010	Precalculus	41	33	80.49%	No	3.7
F16-17	MATH243-04	Calculus III	40	28	70.00%	No	3.9
F16-17	MATH313-01	Introductory Numerical Analysis	30	27	90.00%	No	3.6

S15-16	MATH242-07	Calculus II	44	27	61.36%	No	3.8
S15-16	MATH245-01	Differential Equations	45	41	91.11%	No	3.9
S15-16	MATH313-01	Introductory Numerical Analysis	24	24	100.00%	No	4.0
W15-16	MATH242-01	Calculus II	50	31	62.00%	No	3.8
W15-16	MATH244-06	Calculus IV	45	42	93.33%	No	3.9
W15-16	MATH313-01	Introductory Numerical Analysis	29	27	93.10%	No	3.9
F15-16	MATH242-03	Calculus II	44	25	56.82%	No	3.7
F15-16	MATH243-03	Calculus III	59	51	86.44%	No	3.9
S14-15	MATH242-05	Calculus II	29	26	89.66%	No	3.9
S14-15	MATH244-02	Calculus IV	44	39	88.64%	No	3.8
S14-15	MATH245-01	Differential Equations	38	32	84.21%	No	4.0
W14-15	HNRS241-H03	Honors Calculus I	42	38	90.48%	No	3.7
W14-15	MATH243-03	Calculus III	48	40	83.33%	No	3.8
W14-15	MATH313-01	Introductory Numerical Analysis	56	53	94.64%	No	3.8
F14-15	MATH243-02	Calculus III	52	47	90.38%	No	3.8
F14-15	MATH243-03	Calculus III	53	50	94.34%	No	3.9
F14-15	MATH240-011	Math for Engineering & Science	43	21	48.84%	No	3.6
S13-14	MATH244-01	Calculus IV	41	31	75.61%	No	3.9
S13-14	MATH244-03	Calculus IV	38	34	89.47%	No	3.7
S13-14	MATH245-01	Differential Equations	36	33	91.67%	No	3.9
S13-14	MATH313-01	Introductory Numerical Analysis	32	30	93.75%	No	3.8
W13-14	HNRS241-H03	Honors Calculus I	25	25	100.00%	No	3.7
W13-14	MATH241-02	Calculus I	43	39	90.70%	No	3.8
W13-14	MATH241-03	Calculus I	43	36	83.72%	No	3.7
W13-14	MATH313-01	Introductory Numerical Analysis	52	50	96.51%	No	3.8
F13-14	MATH243-02	Calculus III	49	46	93.88%	No	3.7
F13-14	MATH243-03	Calculus III	50	47	94.00%	No	3.8
F13-14	MATH313-01	Introductory Numerical Analysis	42	41	97.62%	No	3.5
F13-14	STAT200-01	Basic Statistics	50	37	74.00%	No	3.2

My Community and Service Activities

I am advising forty-five mathematics majors. Some are regular mathematics majors, twenty are UTeach mathematics majors. During the advising period, I always help students to choose the courses that they need to take and answer any questions that they have. I will also talk with students about their future plan with their mathematics degree. I have an “open-door” policy. I make sure that my students know that when I am available, they are always welcomed to stop by my office to talk about anything that they would like to talk with me.

I volunteered for seven years as one of the mathematics coaches for the A. E. Phillips Lab School’s MathCounts team. We taught mathematics elective at A. E. Phillips for five years. Our team did very well in the regional MATHCOUNTS competition (Monroe Chapter) winning six out of the last seven years in the team competition and winning individual competitions seven times. A. E. Phillips team also did well at the state MATHCOUNTS competition placing as high as second. Two students placed fourth once each at the state competition and represented Louisiana competing at the national competition. Last year, I helped to restart the A. E. Phillips MathCounts team again after a few years of inactivity.

I am also actively involved in local swimming club. I was a board member for Bulldog Aquatics Club for three years. I am a USA Swimming certified official. Whenever possible I will volunteer to officiate swimming meets.