

STATEMENT OF TEACHING PHILOSOPHY

My objective in teaching is to provide systematic education in the field of Engineering and Technology and thus produce ethical technologists with good technical and interpersonal skills. In my teaching, I certainly want my students to learn the fundamental content of the courses, I teach. However, beyond that, I foster critical thinking, facilitate the acquisition of life-long learning skills, prepare students to function effectively in developing problem-solving strategies.

Student success is the primary focus of my education. My teaching style embodies the role of facilitator for student success. I model an enthusiastic approach to learning, endeavouring to create lessons that impart information in a way that students will successfully grasp. The student's wellbeing plays a vital role, and, as a result, I strive to remain a strong source of nurturing support, encouraging my students to do their best. I have the ability to 'connect' with my students. I do that by getting to know them and their learning styles to ensure that each one is able to access the curricula.

In the 'design and structural analysis' related class, I generally prefer to include field trips and or practical field related problems to ensure collaborative and student-centred learning. In the 'sessional' class, I prefer the grouping of students and students' discussion in solving problems. I feel it is important to engage the students throughout the whole session of the class. I construct the design problems that are related to the practical field and are able to draw the interest of the students. Some open-ended questions are generally included in formulating the problem to enhance critical thinking among students' group. Research result outcomes on the subject matter are shown and discussed to widen the outlook of the students. In developing curricula, the inclusion of sustainable development is important, and in my course, it is ensured that students are being educated on practicing sustainable development. They must have a clear understanding of the importance of sustainable development and how it must be applied to their future jobs.

To measure the effectiveness of my teaching, I measure the student outcomes to reflect my efforts rather than what I have covered from the textbook. Class performances through quizzes and

assignments (individual and/or group), mid-term test along with final examination following University rules are used to evaluate students' learning outcomes.

I generally read very carefully the comments/suggestions given by the students in the standardized evaluation form and use that in developing or improving my teaching strategies. Students' comments/suggestions are considered important in formulating the next course plan.

The great and wonderful rewards of University teaching are to stay in connection with young minds and to learn more and more along with them. To see students serving for the community and taking part to the development of the society are generally inspire me to 'generate' quality skilled personnel for the future.

Evidence of teaching effectiveness:

- a) Please see the TRU Peer evaluation (Class Visitations) and Students evaluation results.
- b) Received the 'Outstanding Academic staff award' certificates for two consecutive years, 2008 and 2009 from the Faculty of Engineering, University Malaysia Sarawak.
- c) Received 'outstanding' teaching evaluation results from students in my previous academic appointments.

Ehsan Ahmed, PhD., P.Eng.