

STATEMENT OF TEACHING PHILOSOPHY

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My teaching philosophy is to create a learning environment that best matches the students' needs by using diverse teaching techniques. I consider my students as consumers of my product—teaching economics. If my product does not meet the students' demands, they will not efficiently grasp the material and I will not achieve my objective of educating the bright young minds of tomorrow. By having a well-organized course, generating excitement about the subject through various multimedia resources, and incorporating chapter material with current events, I am able to achieve this objective.

Surveys of students show that they learn more if the class is well organized. To accomplish this task, I clearly outline my course demands in the syllabus and provide PowerPoint handouts for each chapter. There is a concern that providing handouts may diminish students' focus because each student learns in a unique way. However, I attempt to minimize this concern by placing blanks throughout the handouts for the students to fill in during the lecture. This allows me to write less on the board and gives more time for discussion, yielding satisfactory results.

I establish a positive learning environment by playing music videos directly before class starts that integrate economic concepts with pictures and pop culture. Throughout the class, I generate excitement about economics by showing video clips related to class material. I also incorporate social media sites into my courses that help to initiate discussions with students in my traditional and online courses. From students' comments, this combination of diverse teaching techniques has proven to complement my lectures and increased their performance on quizzes and exams. With the student's performance in mind, I combine different question types—multiple choice, fill in the blank, and short answer—on exams and online quizzes to evaluate their knowledge of the course material.

I believe it is essential in an economics course to discuss current events that help apply the course material. This has proven to be effective in generating students' interest in economics and motivating them to understand the material. Moreover, current event discussions allow me to incorporate economic concepts and stimulate critical thinking. I create both online multiple-choice quizzes and essay questions about specific articles from different news outlets to test their knowledge of current events.

Overall, I am passionate about my product—teaching economics—and continue to work on new and innovative ways to educate students. Although students comment that my classes are “challenging,” they also indicate that they leave the course with an appreciation of “thinking like an economist” and are able to “incorporate economic principles in their daily life.” With online courses and new technologies taking center stage in higher education, my teaching philosophy includes a dynamic combination of techniques to continue to improve my proven record of teaching excellence.