

## **Teaching Philosophy**

My teaching experience is in Human Resources Management, Organizational Behavior, Organizational Theory, Labor relations, Business Management and other introductory general business courses. Lately in Academia, I have noticed that my peers are mostly focused on research due to its direct link with their promotion and income. Although research generation is essential for personal and academic advancement, I strongly believe that transferring knowledge to students is an equally important academic task. I believe that my teaching philosophy is continuously evolving, rather than being rigorously static. In my opinion, the following points describe my articulated teaching philosophy; however, I strongly believe in the additional value of the tacit and embedded knowledge that uniquely exist in every teacher.

**Providing theoretical and contextual knowledge:** I believe that delivering solid theoretical knowledge is a mandatory starting point in establishing student knowledge, especially at introductory courses. However, this is not enough to maintain students' current and long-term interest in the subject. Thus, I strongly believe in linking theory to practice through providing examples from contemporary business contexts. Personal experience in industry and research, current published research, business articles and present business events are some of the inputs that I try to incorporate within my teaching material.

**Understanding student background:** Understanding students' cultural, ethnical, national and economic-class diversities enables me to transfer knowledge within the vicinity of my students' interests and contexts. Balancing it with generic information, delivered contextual knowledge seeks out to relate with my diversified students' experiences and environment. This builds interest and relevancy of why the subject matters to them.

**Promoting student interaction:** While informative knowledge is important to maintain common grounds among students, I believe that student interaction adds to their contextual knowledge, promotes subject interest and – optimally - enriches their instructor's knowledge.

**Continuous learning:** Any class is not enough to deliver the holistic current knowledge of the subject. Moreover, knowledge in applied social science is ever evolving. Thus, classes should aim to raise the importance of continuous learning beyond the classroom and its timeframe.

**Feedback and Respect:** I believe in fair, valid, reliable and transparent student assessments. Moreover, formal evaluations should enhance students' motivation and guide improvement. I also believe that instructors should be available for one-to-one feedback – helping students with difficulties to cope with their classmates and challenging above average students to achieve more.

**Teaching Material:** Based on my experience, students are much more inclined to focus in the classroom if you provide various audiovisuals and information inputs – other than textbooks. Among others, I found that links to online articles, online videos, online communities of interests and the use of several audiovisuals simultaneously during the session increases students focus and involvement. Moreover, my experience showed that providing those links and teaching material – in addition to supporting documents – on the virtual learning system has a positive impact on student performance during assessments.

**Ethics:** I strongly believe that classes should abide by high Academic and Ethical standards.

To conclude, every teacher is unique and adds to the holistic experience of the institution. I believe that my value added criterion to your organization is my international and multi-industrial experience. Also, I believe that the nature of my research, ability to adapt, ability to learn and effective communication skills with diverse groups are among my attributes that enhance my teaching quality.

Sincerely,

Hadi El Farr  
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