

## MICHAEL RADIN'S TEACHING PHILOSOPHY

I began teaching as a teaching assistant at the University of Rhode Island in Fall 1995. I have had the opportunity to teach the following classes: Finite Mathematics, Pre-Calculus, Calculus I & II with Maple, Applied Calculus I & II from the reform style texts, and Linear Algebra. In addition, I have taught Calculus III as an Adjunct Professor at Rowan University during the Summer 1998. I also taught the LSAT and the GRE preparatory courses at the University of Rhode Island – Feinstein School of Continuing Education and currently teaching the SAT and GMAT preparatory courses at the Rochester Institute of Technology – Learning Development Center. Furthermore, I tutored high school students in Algebra and Geometry at the Lighthouse for Youth of Rhode Island. As an undergraduate at Rowan University, I have tutored my peers in various courses such as Calculus, Linear Algebra, and Probability, as well as high school students in Algebra, Geometry, and Trigonometry. Now I am teaching Calculus I with bi – weekly workshops at Rochester Institute of Technology. After eight years of teaching, I understand what it takes to become a good teacher and I have developed many strategies in becoming an excellent educator.

I discovered that the key to effective teaching is to present the material in a clear style, illustrate how concepts apply in solving problems, and make the material as interesting as possible. In addition, I feel it is important to show students how different concepts relate to each other and how concepts also apply in other subjects and disciplines, thus demonstrating the beauty and power of mathematics. Asking students questions is of equal importance since it will encourage class participation and keep me abreast of their comprehension of the material. I also encourage students to analyze each problem very carefully and think of all the methods that they can apply to solve it. Furthermore, I believe that teaching students to use technology to solve problems will improve their analytical skills and see how the computer can be really useful once they set up the problems correctly.

I also believe that it is necessary to be accessible for help when my students need it, and to show them my concern for their academic success. Assigning homework assignments will force students to study the material consistently and keep me aware of their progress; it will also give me a chance to point out and explain their mistakes, recognize their achievements, and improve their academic habits.

Last but not least, I emphasize to my students that responsibility, organization, and good study habits are the key to their academic success. Taking attendance regularly will encourage students to attend class and to keep up with the course's schedule. I also encourage students to study in groups, where they generally discover that it is more productive than studying individually. I feel these guidelines benefit the students not only academically, but generally in life.

In closing, I must admit that teaching and my involvement in the academic environment is a source of tremendous satisfaction for me. I feel honored to be in such a position; being able to help students to succeed academically, share my knowledge and experience as a mathematician and person with them.