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Teaching Philosophy

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It is my primary objective to arm students with critical reasoning abilities and demonstrate the usefulness of such skills in real-world applications. Effectively using statistical tools can address a diverse set of market issues and offer meaningful explanations. Learning by doing is the foundation of any successful instructional methodology.

Teaching is more than offering an eloquent lecture and providing supplementary textbook readings. Creating a contagious learning environment that motivates students to be engaged and think independently is at the heart of true knowledge building. A dynamic classroom teeming with robust dialogue between students and teacher, constant synergies among students, and promoting a variety of learning opportunities, fosters academic growth. It is my task to facilitate such relevant conversations, encourage group interactions, and help the development of analytical skills that are valuable outside of the classroom.

Observing each student's learning style, and tailoring teaching deliverables accordingly, ensures students have multiple opportunities to demonstrate their understanding of economic concepts and gain a sense of confidence in the classroom environment. A constant evaluation of my student's needs is a foremost priority to me. My teaching doctrine states: "I came into this profession to serve, not to be served, and give my time as a ransom for many." I serve the greater good and place a significant emphasis on helping out *each* student.

Statistics is all round us. It is my objective to encourage students to understand and appreciate the applicability of this way of thinking in their everyday lives. With this realization and their newly developed critical thinking abilities, students possess the necessary tools to improve their own decision-making and understanding of the world.