

STATEMENT OF TEACHING PHILOSOPHY

Xuerong Yong

The names of courses I taught are listed on pages 3-4 in my CV and the syllabus of each course is seen from my homepage: <http://www.math.uprm.edu/~xryong>. I am comfortable teaching a variety of undergraduate courses and specialized graduate courses. My teaching evaluations is averaging 4.33/5 and my professional evaluations is averaging 4.52/5.

I set up a web page for each course assigned to teach from where the students can get to check any time the *Syllabus and Course Information*, where I describe clearly the requirements, the covering topics and the names of reference books, including my plans for homework, quizzes and exams, my grading scheme, office hours, telephone number, email address, and the TA information (if any), etc. My overall strategy is to run a well-organized course by referencing the methods used by my most successful professors.

In class, I try to put myself into the students' position, remembering what it was like when I was a student. Utilizing this method allows me to get feedback from the students. In answering questions, I make a point of keeping track of what my students currently know about the course and avoid using any inappropriate examples or methods which could lead to confusion for the students. I used Maple, MATLAB, Mathematica in teaching.

My class sometimes starts with a simple example and then gets into the details. Only when the students have the fundamentals down will I attempt more involved topics. Even though one topic may follow logically from another, a certain amount of time must be allowed for the students to absorb new material. A key to efficient teaching is to prepare well each lecture before the time. Another important thing is to carefully choose the part which you want to emphasize in class and explain each complicated concept in a simple way so as to inspire the interest of the students instead of boring them or scaring them away. When the students become interested in the lectures, they will be actively involved, work hard, and finally grasp the knowledge.

When creating an exam I indicate the difficulties of the questions, and place my greatest emphasis on understanding the basic concepts and techniques. After two or three quizzes, I usually can determine whether a challenge problem would be given. If so, I put a relatively difficult question (optional) in the next exam, as an extra credit problem, to give a little inspiration. This method worked well in my several classes.

I became interested in mathematics from my elementary school. My mother, a math teacher, inspired me a lot to be a teacher. After entering into the University, I took clear notes in class so as to reference them someday if I got the opportunity to go into teaching. I wanted to be able to transfer what I have learned to my students just as my successful professors did. My desire to be a teacher became stronger and stronger as I have progressed.

I have had twelve years university level teaching and research experiences and I received *Best Teaching Award*. I am confident about my teaching and I feel pride in what I have done.