

In the criminal justice field, students often have preconceived ideologies to issues in the criminal justice system. As an Adjunct Professor, I try to demonstrate the ability to understand and explain multiple perspectives to help students consider viewpoints beyond their own perspectives, free from any bias or personal preference. This process facilitates in allowing students to draw their own conclusions and provides a platform to develop critical thinking skills. It is important for educators as well as students to embrace diverse perspectives and learn from each other. I promote this philosophy throughout my courses through open dialogue and communication.

It is necessary to use several methods of teaching to provide students with the best possible environment for understanding the material being presented. I am a proponent of active learning and use a variety of tools to promote interaction between the students. These include in-class discussions, small group discussions, and in-class exercises. These are aimed at reinforcing the concepts, developing critical thinking skills, and promoting problem solving. Whenever possible, I use my practical knowledge of the criminal justice field to illustrate and incorporate real world scenarios by using methods, techniques, and actual case studies. I find that students learn more effectively when presented with material that can be connected to their lives. In this manner, they become actively engaged and have greater interest in the material.

Addressing student concerns, answering questions, and providing feedback is vital to student success. I find while teaching classes the discussions and interactions between students are the most valuable for both my own growth as well as student growth and learning. I take full advantage of the opportunity to learn from, connect with and contribute to student success. I encourage students to ask questions both during and after class. The goal is to create opportunities for interaction and a dialog. The students' questions also provide me with feedback about the clarity and effectiveness of the lecture or material. I truly value student input and made changes to my teaching style and course materials based upon their evaluations. Looking back at the progress I have made since the first course I taught at GMU, I can attribute much of my success to my students for their valuable input.



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