

My Teaching Philosophy

My objective as an educator is to prepare my students to be competent and caring dental hygienists, and view themselves as competent clinicians who are capable of making decisions for patient care and provide educational, clinical, and therapeutic services to the public that are consistent with the guidelines established by the American Dental Hygienists' Association. I hope the future result of my students' success will be devotion to the prevention of disease and the promotion and improvement of the public's health living meaningful, productive, satisfying lives that simultaneously serve us, our profession, our society, and the world. I challenge students to think critically to analyze, evaluate and synthesize what they've learned. Using higher order thinking skills will help students to engage in critical thinking when making decisions for patient care, making evidence-based decisions during treatment planning, and using critical thinking skills when evaluating treatment options.

I facilitate student learning by conveying positive regard, authenticity, and empathy to all students regardless of their individual characteristics or their performance. I facilitate student learning by using relationship building activities. Building good relationships with students has important and positive implications for students' behavior and academic development in and out of class. I also use a variety of learning activities in my classes. I come to class well-prepared, energetic, and I model my own interest in the subject by sharing current research and personal experiences as a dental hygienist. My lectures are supplemented by striking visual images, videos, PowerPoint slides, and outlines to keep students on track. Learning activities are interspersed throughout class sessions such as group work, case studies and discussions to give students opportunities to collaborate, use higher order thinking, and demonstrate techniques and use knowledge frameworks. As important as these objectives are, it is equally important that they be accurately assessed. Throughout the semester, students will be assessed by a variety of methods including group and individual projects and assignments, homework, oral presentations, written work, quizzes, tests and exams.

I guide students through using problem-oriented, personalized and self-directed learning. I encourage the students to take responsibility for their learning by creating opportunities for them to pursue their own interests and practice skills in a variety of ways and providing opportunities to choose topics of interest to stimulate students' natural curiosity and eagerness to learn. Having choices allows students to learn ways to take ownership over their own learning. This, in turn, helps students develop a sense of responsibility and self-motivation. Students have the opportunity to participate in developing the classroom rules to afford them the feeling of inclusion and feel that their voices are heard. When students are a direct part of the process, they comprehend everything better as they contribute to the classroom rules.

A portion of class time is spent in building a positive and effective relationship with my students by using the relationship building activities to create a classroom environment more conducive to learning that meets their developmental and academic needs. Relationship building activities such as student surveys, creating rules with students, and academic habits self-evaluation will be used to give the students the opportunity to assess themselves on their academic habits in each class, know more information about their learning preferences, strengths, and needs and collaborate with each other. Students will gain from these activities

using communication and collaboration skills, decision-making skills, and critical thinking skills.

My teaching goals for the upcoming academic year include implementing a communication course where the focus is on the students using their critical thinking, strategy planning/treatment planning, decision-making, and patient communication theories to improve their patient understanding, satisfaction and compliance. I plan to guide students to experience how to effectively apply and demonstrate the concepts learned in the classroom with the evidence and situations seen or experienced in the clinical classroom. At this point, I am fairly new to teaching and realize that I have much to learn, however, I am committed to lifelong learning. I attended the American Dental Hygienists' Association conference and Saudi Dental International conference regularly to keep me abreast of initiatives, needs and the future direction of dental hygiene and achieving optimal oral health. The results of implementing what I learned from these conferences include utilizing many different learning tools in my classroom and developing responsible and autonomous learners.

With reflection and self-assessment of my past academic teaching experiences, I feel I generally succeed in creating a positive learning environment for students to learn and grow and in building positive and healthy relationships with them. I see room for growth and development in incorporating various methods into my teaching to accommodate different learning styles. I will assist each student in developing their own potential and learning styles. I will present a curriculum that will incorporate each different learning style, as well as make the content relevant to the students' lives. The challenge I need to overcome in order to have this improvement is improving the level of student satisfaction with the curriculum and the learning environment. I will guide students to discover and understand their own learning styles to assist them in better understanding their learning style preferences and to aid me in course development that will engage all learners. I will incorporate media, hands-on learning, cooperative learning, projects, and individual work that engage and activate students learning. I will update PowerPoints, add new readings and new assignments to help students of each learning style. Specifically, I plan to look critically at the feedback from students to see where I can improve and give specific corrective feedback and reinforce behavior to strengthen and maintain desirable student behavior.

In my role of advising students with research, I plan to set the expectations of the thesis and non-thesis projects at the beginning of each semester. Students are expected to adhere to the guidelines outlined in the submission process. I will monitor students' progress by conducting weekly meetings to discuss ways to develop each given paper and providing corrective feedback and comments on the papers. For the students who are struggling, I will work collaboratively with students and meet with them regularly to provide support and follow their progress. Furthermore, I will guide students to publish and present their research in journals.

In an effort to support the growth and development of my didactic teaching abilities, I am reading the latest research, journal articles and books related to the dental hygiene profession. I will attend continuing education regularly, both for dental hygiene and for teaching methodology and professional development. I will consult with the experienced faculty members and specialists in complex situations to consult them on what improvements could be made, learn from their experiences and work collaboratively with them.