

As an emerging dental hygiene clinician willing to transition into academia, I think that higher education in the health sciences domain should cultivate more than technical proficiency; it shall shape ethically and intellectually engaged professionals. My goal as an educator will be to make future dental hygienists who illustrate clinical competence, critical reasoning and strong commitment towards professional integrity. From my perspective, I am both a clinician and academician who integrates practical expertise with educational theory to create significant learning experiences which extend beyond content acquisition. Because of this integration, the learners learn both knowledge and skills along with professional identity and capacity for lifelong learning.

I am keen to challenge students to engage themselves at higher cognitive levels of Bloom's Taxonomy – analysis, application, evaluation, and creation instead of simply relying on memorization. With the help of structured questioning techniques, case-based learning, and reflective exercises, I will promote metacognition and evidence-based reasoning. I look forward to students defending their clinical and ethical reasons thoughtfully, specifically in discussions like the role of artificial intelligence in academics. It is equally important for students to understand the values of accountability, academic integrity, and respect for professional standards.

My teaching will be based on principles of andragogy (self-directed and autonomous learning where teachers act as facilitators), figuring that out as adult learners bring prior experiences and benefit from purposeful, relevant instruction. I will design measurable objectives across the cognitive, affective, and psychomotor domain to ensure curricular alignment and instructional clarity. Active learning strategies include collaborative lesson planning, discussion-based activities, and multimedia supported instruction to create meaningful engagement. I aim to apply the Universal Design for Learning Principles to foster inclusivity, accessibility and cultural competence within the educational environment.

The assessment part is a major criterion of my instructional design process. I aim to construct valid and reliable evaluations that align with instructional objectives using both formative and summative measures to assess the growth of students. Feedback ideally helps students to promote reflection and continuous improvement. Non-negotiable components of professional formation include upholding academic integrity, ethical scholarship and responsible technology use.

For the growth and development of my teaching skills, I look forward to ongoing faculty development and continuous learning. I actively seek continuing education in instructional design, assessment of literacy, and inclusive pedagogy, and I try to reflect on a regular basis on my teaching effectiveness. It is no wonder that as much as one is confident in its clinical foundation and commitment to excellence, effective teaching always needs continuous refinement and modifications. As I progress in my academic career, I wish to remain dedicated to evolving as an educator who models professionalism, ethical responsibility and intellectual accuracy. Going forward, I want to see myself as not just the one who prepares capable dental hygienists but also someone who inspires them to embrace their roles as thoughtful contributors to the profession and higher education.