As someone who has grown up in another culture and outside of the United States I strive to enrich my teaching by allowing students to have a worldly perspective and it transcends in our chosen field of study, criminal justice. I have been fortunate enough to have a wide variety of international experiences in criminal justice field while studying at the Police Academy and working with victims of human trafficking in Europe and reflecting the understanding of criminal justice as an indisciplinary social science field in my teaching. When I started teaching I came across a big challenge in sharing my knowledge and experience through distance education but I have to confirm that this form of teaching has been gratifying not only in my success in introducing students to a world of criminal justice, but also in the way in which addressing my students’ difficulties with understanding research methods concepts has invigorated and refined my own knowledge and research.

My teaching philosophy is based on making myself a partner in learning. I motivate students to develop critical thinking skills through discussions and reflection papers and strive to provide experiential learning opportunities assigning projects and exercises that give them first hand exposure in criminal justice field. With my help students begin to engage in their own criminal justice paths and trains of thought creating a process which enriches the understanding of core materials.

I am a proponent of active learning and use a variety of online tools to encourage discussion and interaction on the issues the course presents. One method that I frequently use in online classes is live chat and video call where students meet and share their knowledge, use several online tools to make a video presentation and post online, and become engaged in the community. In this way I establish a presence through the entire semester (using Skype, email, chat tool) as a means of being accessible to students. I empower students to complete their assigned tasks independently and take responsibility for their learning by preparing their own questions and projects designed to promote class discussion as well as help other students learn by preparing and presenting short analyses of specific readings. Above all, I treat my students with the utmost respect, creating an environment where students feel safe to discuss topics as they wish, which they might otherwise be hesitant to address.

My role as a teacher is to enable students to obtain a context through which they can understand the motivations behind the criminal justice system, its processes and applications, critically evaluate criminal justice issues in today’s world, and assess its significance as they explore through their chosen area. My vision is to see my students become passionate about the social justice field and the various issues encompassing the
criminal justice system yesterday, today, and beyond. As part of this process, it is my vision to ensure that the thought process and conversation is conducted in an atmosphere of mutual respect and toleration of diverse opinions, an atmosphere "safe" enough so that candid discussion of often perceived uncomfortable topics can take place.

Through my teaching career I have always looked for better way of teaching. I have attended numerous teaching academy events and have been a distinguished member of teaching academy for 2 consecutive years. I find that they have supplied me with some of the most useful ideas that I now use in my teaching such as the midterm anonymous evaluation, weekly assessment, multiple term tests, folder organization and learning modules use, soft chalk lecture organizer, etc.

For all my classes, regardless of size, I give my utmost 100% to all my students and tasks to ensure a successful learning experience and foster the best criminal justice students leaving tertiary education and entering the work place making a difference in our chosen field.