**Teaching Philosophy**

**Chartese Jones**

Courses Taught and Institutions:

* Numerical Linear Algebra (Graduate) Univ. of Missouri (Instructor of Record)
* Calculus III Univ. of Missouri (Instructor of Record)
* Calculus II Univ. of Missouri (Instructor of Record)
* Elementary Topics in Math: California Univ. of PA (Instructor of Record)
* Pre-Calculus: California Univ. of PA (Instructor of Record)
* Calculus 1: Mississippi State Univ. (Instructor of Record)
* Trigonometry: Mississippi State Univ. (Instructor of Record)
* Business Calculus: Mississippi State Univ. (Instructor of Record)
* College Algebra: Mississippi Valley State Univ. (Instructor of Record)
* Intermediate Algebra: Mississippi Valley State Univ. (Instructor of Record)

After receiving my PhD, I step back into the classroom and help make a difference. It was not until I entered college that I understood the importance of an education. In my current compacity, I am working as an assistant professor at the University of Missouri, Columbia. I want to do more. I want to work relentlessly. I would like to be part of a working group that writes grants and hosts summer programs for students.

I am an advocate for summer programs because the area I grew up in does not have anything constructive for the children. Therefore, students find themselves doing things that are not beneficial. I want to help others create a vision from within themselves. Along with these skills, I will also be able to help others tap into their full potential to strive for a better tomorrow. I also plan to help students understand how important they are to the world. I want to learn as much as possible, so when my work is done, I will have touched enough hearts and souls that have the skills and abilities to replace me.

During my time in school, I have been given the task and privilege of teaching. I have taught classes numerous courses at the undergraduate and graduate level. These opportunities have given me a bigger opportunity to shape the minds of the future. Creating critical and independent thinkers is very important. For example, we need students and researchers that will ask questions and search long and hard to find the truth. I do my best to create a loving, thriving, and supporting environment in the classroom. I really think this is vital in student success.

In conjunction with my teaching, other factors have played an important role in my getting nominated and begin presented many awards for teaching. I received the 2017 Graduate Teaching Assistant for Mathematics and Statistics Department at Mississippi State University (MSU). I was also nominated for 2019 Donald Zacharias Graduate Teaching Assistant Award, the highest teaching assistant award at MSU. I have always wanted to be a teacher, but just wanting to be a teacher is just the beginning of the job. During my time as a student, I always wondered what kind of teacher I would be. My goal as a teacher is to strive to be the teacher I have always wanted. I want to teach as much as possible, so when my function is complete, I will have touched plenty hearts and souls that have the skills and abilities to replace me.

The most important thing about teaching to me is how well I can convey information, but before I teach, I make it my responsibility to show how much I care. I have come to accept that students do not care how much you know until they know how much you care. Math can be a very challenging area of study, but if we go back to our foundation, it is easy as one, two, three. Let me take you on a journey to grade school.

Everything was done in a series of steps and/or everything was done by repeating the process. Before every class lecture, I create an algorithm to approach these mathematical problems. No matter how the problem(s) change(s) the concept and the process will not. Introducing a step-by-step process to solve mathematical problems in my classes have been very rewarding. Here is an example that I would use in class if I wanted to teach the students how to find the tangent line to a function at a specific point. For this type of example each student would have learned about the derivative and the point-slope formula.

Problem:

Find the tangent line to the function 𝑓(𝑥) = 2𝑥 2 + 5𝑥 − 3 at the given point (0,4).

Process taught in class:

* Step 1: Take the derivative of the function. Find $f^{'}(x)$
* Step 2: Plug in the “x” into the derivative to find the slope (= 𝑚).
* Step 3: Use Point-Slope Formula $y-y\_{1}=m(x-x\_{1})$

It is my understanding that my job involves creating critical thinkers. The question is, “How do I do it?” First, I help develop a human that believes he/she is worthy to be in the space. Second, I help remove any doubt about their ability to become better. Next, I help re-introduce the student mind to a systematic process of logic. In this phase the students undergo the psychological understanding that failure is also a form of learning. In many cases students are afraid of being wrong. To combat this issue, I, through time, learn how the students imagine so I can identify how to pose pointed questions to the student. Also, in this phase the students form a knowing of time while solving mathematical problems. Finally, I help generate an environment that motivates, encourages, and uplifts everyone every day. This is possible because I use a card system that supports me in learning all the students name, so in class the students hear each other’s name, and this creates a more comfortable environment.