

## Teaching Statement

The choice of an interesting and challenging topic is an essential part for preparing a good lecture. Yet, a successful teaching involves many other aspects, each of which is at least as important, if not more, than the actual content. For me, the structural organization of a lecture, the pace of lecturing, the possible questions about the material taught are of extreme importance as well. When I prepare a lecture, I try to estimate as carefully as possible the amount of material that should be discussed for the time available and then try to split my time into smaller intervals and plan ahead exactly what will be included in each of these intervals. I tend to adjust the pace of lecturing according to the students by often asking them whether I am going too slow, too fast or at the right speed. I always plan in advance possible questions that could arise. This allows me to reconsider the material from various angles, suit my lecture to a more interactive style and thus, encourage student participation as much as possible.

If I need to discuss important theoretical notions, I search carefully for appropriate examples which are helpful for introducing and understanding the general concepts. A good example needs to be simple (without too complicated technical computations to obfuscate the central idea), clear and focused. Finding such examples is sometimes difficult and requires a significant amount of time for preparing the lecture.

Finally, I tend to adjust my teaching style and the format of my discussion sections by handing out short evaluation forms to my students regularly during the semester. Once I receive the feedback forms, I read carefully all the comments and suggestions. This helps me organize the section in a way that the majority of my students find beneficial.