Classroom teaching is one of the responsibilities of a faculty member. In my opinion, teaching is a way to provide students with basic tools or knowledge such as deductive reasoning, critical thinking and problem solving which will be of use to them throughout their academic and professional careers. The challenge of teaching is to present the material in a way that is not only clear and well-organized, but also well motivating. Learning Mathematics is like learning about a country. To understand the beauty and culture of a country deeply, people need to be motivated to learn the language used or spoken in that country.

To achieve, or work toward, these objectives, good preparation before you enter the classroom is necessary. As a Mathematics teacher, we should be capable of understanding the breadth of content from basic to advanced, in order to anticipate questions and ideas students may have, to know the directions which are of particular importance in students' mathematical training, to ask challenging questions to curious students, and to choose helpful examples for mathematical concepts that build accurate foundations. Other techniques are also involved in proper teaching, such as writing on the board in order to communicate with students visually.

As an Associate Instructor at Indiana University, I have had the opportunity to lead recitation sessions, for M211 Calculus 1 to help students with the course materials and homework assignments, to lead the discussions and to grade homework, exams and quizzes. Each time before the recitation session, I have made a clear lesson plan, including helpful examples related to the material students have learned in their regular classes. In particular, I go over these examples and think of simple or challenging questions to stimulate students' thinking. Generally, good questions get students thinking and responding, but bad questions keep students silent. During the recitation class, basically, I focus on presenting how to think about and solve problems from these representative examples in order to ensure that students understand what the topic conveys and then field more challenging or advanced questions related to these examples in order to stimulate students' thinking deeply. One of the difficulties I met from these experiences was that I like to ask questions to check for understanding in the classroom but can not wait for response because I am afraid of silence in class. One day, I consulted with an experienced instructor who suggested me to give students more time to develop their thinking and understanding of the problems. More students did response to me after I waited for some more time.

Another challenge of teaching is that you have to face students and deal with students in any situations. For example, I have encountered a student who dominated class discussions. As a teacher, I would like to deal with this problem in a way that benefits the class, but do not hurt this talkative student. As students, however, they might shake our heads in frustration and wonder why the teacher is so tolerant. This challenge could be tough. One of the good ways to solve this is to try to form a group discussion.

Finally, I like teaching mathematics even though teaching is more challenging. In the future, I hope I have a chance to teach and share what I think and what I work on in Mathematics.