

IS THIS THE RIGHT CLASS FOR YOU?

A synthesis of my teaching
philosophy
Anil Hira

My Teaching Philosophy

My teaching mission:

- Give students opportunities to learn the knowledge and skills to find meaningful work and contribute to the world in a time of increasing competitiveness. (To find a meaningful career).

My perception:

- You can expand your intellectual boundaries at the same time as you secure your future.
- A 4 year liberal arts degree is no longer an automatic ticket to a good job. If you don't take care of your education, you will find yourself without a plan when you graduate.
- That means you have to be willing to work extremely hard and acquire skills and specialized knowledge. You have to challenge your limits and be open.
- The jobs of tomorrow are non-traditional. You have to
- learn constantly; acquiring new knowledge and skills,
- thinking both horizontally and vertically to solve problems.



Developing a Career is Like Climbing a Series of Mtns- with no clear map

The Right Kind of Education can give you a permit, some of the gear you will need, and the benefits of Learning from an experienced Climber (and a v. rough map)

What kind of person
would you hire?



Three Keys for Success

- ▣ 1. Be Prepared
- ▣ 2. Stay Focused and Engage
- ▣ 3. Follow Through (be a Closer) and Nip Problems in the Bud; Look to the long-term

What kind of person would you hire?

1. Timeliness, Time Management, Planning ahead
 2. Reliable, on time, shows up prepared
 3. Understands what needs to be done. Follows instructions. Detail-oriented.
 4. Constantly improving knowledge, learning more.
 5. Creative problem solving, thinking on the fly.
 6. Can explain tasks to others. Excellent expression skills.
 7. Teamwork
 8. Adaptability, knowledge of global events, cultures, languages
- Education is about skills as well as substantive knowledge!
 - Life and Career challenges are not so different!

Our Agenda

To Teach **oral expression, thinking creatively, and practical problem-solving**, I call on people in class. I treat each class like a **professional meeting**.

Tip: read the material, take notes, prepare q.s/remarks, overcome your shyness to succeed, no bad q.s

To Teach complex materials of **policy**, I require careful reading, learning specialised **vocabulary**, and understanding basic **theories**.

Tip: take notes, ask for help, recognise it's like learning a new language

To Teach skills, I teach **qualitative and quantitative methods**, with an emphasis on writing well and solving real problems.

Tip: You need to practice logical and systematic analysis. Learning basic stats and Excel are essential. Practicing comparative methods, interviews, archival research, and surveys are also helpful.

To Teach **application**, I encourage critically examining existing policies, and using theory and methods as well as creativity to come up with better solutions..

Tip: Develop your own perspective through examples, and trial and error. This is the most valuable thing.

Life, and Careers are about Competition



We use standards and rules to judge merit. Think of assignments as a way to test and demonstrate your learning. Each is a step on your journey.

Teamwork can help you, but ultimately there are only so many good jobs.

You have to find your mission (based on both want and ability) and then competition will spur you towards excellence.

Inability to accept criticism/setbacks is the biggest roadblock to improvements. The other is unrealistic expectations.

You need the right coaches!

Grading Scale for Essays

- ❑ A = perfect paper, highly original, professional quality (0-15% of class)
- ❑ B = solid paper with very few if any flaws, answers the question in a clear organized fashion (30-75%)
- ❑ C = reasonable effort but major flaws in either the analysis or the writing (40-60%)
- ❑ Note: Late work is penalized cumulatively; only a specific dr.s excuse is accepted for partial waiver
- ❑ There is no paint by numbers for how to write an original analysis, but I am happy to answer questions about how to diagnose and fix problems so you can improve if you follow instructions, examples, templates. You can get feedback if you work ahead of time. Learning by doing is unavoidable.

Classes are not enough

- ❑ Learning to analyze is like learning a new language; it takes time, persistence, steady work, and appropriate feedback. Following events is a good practice.
- ❑ Skills can make a big difference
- ❑ Find someone on your path and follow them.
- ❑ Student learning commons
- ❑ Co-op
- ❑ Student exchange
- ❑ Learn a skill or specialized knowledge, eg., statistics; education; health; agriculture
- ❑ volunteer



Why I Teach Public Policy

Public sector employment, seasonally adjusted, (quarterly)
(Canada)

	1st qtr 2012	4th qtr 2011 to 1st qtr 2012	1st qtr 2011 to 1st qtr 2012
		% change	
Canada and outside Canada			
Public sector	3,633,426	0.2	0.1
Federal general government	415,853	-0.3	-1.4
Military personnel	93,164	-0.2	-1.3
Provincial and territorial general government	357,487	0.2	0.1
Health and social service institutions, provincial and territorial	869,528	0.6	1.7
Universities, colleges, vocational and trade institutions, provincial and territorial	376,874	0.3	-2.9
Local general government	609,633	0.5	0.3
Local school boards	682,318	-0.2	0.4
Government business enterprises	318,877	-0.4	1.1
Federal government business enterprises	102,874	0.5	0.2
Provincial and territorial government business enterprises	146,106	-1.7	0.1
CIDA employees	1,500		
DEAF employees	10,000		

Source: Statistics Canada, CANSIM, table 183-0002 and 183-0004.
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