Teaching Philosophy
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As a lecturer, my aim is to perpetuate knowledge and assist my students to acquire the essential skills for lifelong learning. As an architect and designer, with a business management and marketing background, who teaches courses on design visualization, design communication, and architectural theories, I help students to acquire the principles, notions, processes, tools, and techniques of design fundamentals that will be the cornerstone of their ability to solve problems and communicate visually throughout their education and into their professional careers. This involves not only presenting a body of knowledge to grasp, but also teaching them important visual thinking skills based on socio-economic factor; that, in result, will create an interesting pedagogy which will manifest a culture with a sustainable and self-sufficient environment. In Studio, I promote students to be engaged with the material discourses, with me and with each other as a part of the design acquisition process.

In the classroom, I seek to achieve my goals in design didactics through several approaches: lectures, demonstrations, experiments, and individual critique. Considering being strong at design methodology and communication requires thorough attention to detail, surrounding forces, awareness, and a cultivated mindset that I would strive to pitch during my lectures. I usually integrate several forms of multimedia to present material in a more dynamic way or connect material to things they are familiar with, in order to help students to apply their knowledge in an effective manner. Individual critique has been at the core teaching methods in studio based courses where students achieve design projects to manifest their doctrine of the subject-matter, while in my critique, I cast a delicate balance of encouragement and constructive criticism that perceives the strengths and weaknesses of each student.

Nevertheless, while teaching design courses to new generations of students, original innovations and fresh anticipations arise. And while having in mind that ideas and thoughts are subjected to time and space notions; contemporary ideologies appears, and are considered as the new generation in design philosophy. Hence I will have the chance to be exposed to these fresh alterations in design thoughts, where I will be able to exchange ideas and thoughts with newer generations of designers which will help me on the personal level and keep me up to dated.

To me it is important to interlock new technological advancements and creations with design, since these exponential and rapid technological innovations are influencing the design process globally, and yet in the near future there will be an extreme coherence between technology and design. On the other hand, I prefer the end result of a design studio class projects to be more stressed on the social problem solving and to be exhibited on an urban scale which will have a direct impact and amendment where it will interact to experiment our conceptual design outcome with the social fabric. Hence, this will not only create a real experimental laboratory to students, but will also create a social influence and reformation produced by the institute toward its surrounding.

I believe my teaching philosophy is an extension of my own consciousness and principles that I pursue to implement in my life in general. Having a rational view of our own abilities and with all our strengths and weaknesses there is always room for improvement. And the fear of admitting our ignorance will not improve our imperfections. I have the eagerness to have the opportunity to teach and learn from my students and colleagues.