

# Afra Harbi

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## OBJECTIVE

My focus as an entry-level teacher is to be part of a rigorous inquiry-based curriculum that promotes student developmental skills. By combining my soft and hard skills that have been gained through years of training, I am to foster creativity and higher-order thinking in my students. As a teacher, my end goal is to offer quality education to students so that they can thrive in their career and personal lives.

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## WORK EXPERIENCE

- **English Lecture.** Present  
Jazan University, Abu Arish, KSA.

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## EDUCATION

- Master Degree in Teaching English to speaker of other language ( TESOL)** 2017  
Saint John's University ,Nee York , USA.
- Bachelor Degree of English Language** 2013  
Jizan University, Jizan, KSA

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## Training Courses

2016, Oxford seminar course for 100-hour TESOL/TESL/TEFL teacher training.

Attending the 2017 Annual Meeting of the American Educational research Association.

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## A statement of My Teaching Philosophy

I used to believe that it was the responsibility of the teacher to ensure that students learned. Now that I'm in charge of the classroom, my teaching perspective has shifted significantly. I'm more conscious of the diversity of individuals in undergraduate classes, as well as their diverse abilities and motivations for getting a bachelor's degree. I now understand that my goal as a teacher is to create an environment in which all children may learn, but that it is the responsibility of the students to really learn.

My teaching philosophy is that learning should be student-driven, and that as a teacher, I must promote my students' excitement for new knowledge while also teaching them how to seek it out on their own. An anthropological education, as part of a well-rounded social science curriculum, encourages students to pose the question "what does it mean to be human?" and to think critically about the meaning of that question, as well as the various methods in which social scientists attempt to answer it.

Only a small percentage of undergraduate anthropology students go on to become academics; the great majority work in industry, government, health care, and a variety of other sectors that benefit society. My goal is to teach both of these kinds of students, which involves creating tough, content-driven seminars that also help students develop broad transferable abilities such as intellectual independence, critical thinking, teamwork, and written communication.

Providing true learning encounters for all sorts of learners. I am cautious to incorporate distinctive modes of learning in my classes so that undergraduates can take advantage of their regions of quality. My progressed classes on the fossil record incorporate research facility segments to deliver undergraduates a more visual hands-on approach to the course fabric. Rather than address that day, undergraduates move between stations analysing fossil casts and bones and answering a brief assignment that's planned to induce undergraduates to see at fossils and make their possess perceptions, instead of essentially memoize what the fossils are assumed to see like. I plan composing assignments that reproduce the sorts of exercises that genuine anthropologists lock in in: composing gifts and proposition, peer-reviewing the composing of individual undergraduates, and learning to compose for the open.

Collaboration between undergraduates. I accept it is critical for undergraduates to memoize to work together. I give openings for undergraduate collaboration in research facility sessions, which are continuously wiped out bunches; with composing assignments, where working with accomplices or groups is continuously an choice; and through cultivating in-classroom dialogs. The criticism that I have gotten is that nearly all undergraduates discover working in bunches fulfilling, especially in research facility areas. This gets undergraduates to examine what they are learning and permits them to work together to reveal answers and find modern information.

Eventually, I respect myself as a fruitful teacher when I offer assistance my undergraduates gotten to be self-directed learners. Within the powerfully changing Computer Science field, I accept that self-directed-learners have better chances for victory within the work environment. Whereas numerous of my extend assignments tend to be open-ended, I in any case give a system with clear targets and prerequisites. Be that as it may, undergraduates select their possess points and make their possess choices almost how to approach a certain issue. This requires near supervision on my sake to

keep understudies on track. Whereas this approach may be simpler to actualize in senior courses (such as my CPSC 457 assignments), it is conceivable in initial courses, as I illustrated in CPSC 203 and CPSC 359. This methodology energizes understudies to think autonomously and investigate unused regions on their claim, giving a ripe environment to assist develop their learning. Frequently, a few understudies approach me after the JALAL KAWASH Page 3 of 20 Educating Dossier semester closes inquiring for amplifying their authorization to get to the lab to that they proceed working on their ventures so that their ventures can be showcased on my YouTube channel.