

1. Teaching Experience

My extensive research portfolio, which is reinforced by my 9-year experience in teaching 8 undergraduate and 3 graduate courses as well as volunteering to deliver about 30 graduate-level lectures on various topics in power systems, makes me so confident for my future involvements in education process as an assistant professor.

During my postdoctoral fellowship at UC San Diego I volunteered to teach Special Topics in Power System to Ph.D. and master students from the Department of Mechanical and Aerospace Engineering. The course was motivated by my impression that the students lacked fundamental training to reach their research goals. I started from the very basic concepts in circuit analysis and build up their knowledge toward the advanced topics in power system engineering. For this course, which was delivered weekly for three quarters, I gave about 30 lectures on different topics including Electric circuits, Power System Analysis, Power Electronics, Faults and Protection, and Power Markets, Reliability and Optimization.

During my Ph.D. study at University of South Florida (USF) from 2012 to 2015, I served as co-instructor, guest lecturer, teaching assistant and lab instructor in a wide range of undergraduate and graduate electrical engineering courses. I have been involved in teaching process of several courses including Power System Analysis I and II as well as Power Electronics and Electromechanical Systems. I have also given some lectures on Game Theory, Power System Optimization, and Power Markets. Before joining USF in 2012, I was instructor for undergraduate courses at Iran Azad University from 2009 to 2012, where I taught general electrical engineering courses such as Electric Circuits, MATLAB, and Industrial Electronics as well as power system courses including Power System Analysis, Protection and Relaying, and Electric Machines.

2. Teaching Philosophy

2.1. Overall goals

The most significant goals in my teaching career are to present the material in a way that catches the students' interests in subject, clarify difficult topics in simple ways, enable all students to learn all the materials, and to put knowledge into context. Beyond delivering my knowledge and experiences to students, I always try to be a facilitator of learning for them. While I am planning a curriculum or interacting with students, I am always vigilant about students' different learning styles and paces as well as what they have already learn from the context and what they should learn in the future.

2.2. Syllabus Design and Teaching Preparation

The common structure for my syllabus design includes a logical and continuous trend from the basic fundamentals to state-of-the-art topics. I clearly define objectives for every session such that students know what to expect which improve attention and learning. I believe that I, as a teacher, must be completely prepared to clearly and calmly present all the material planned for that session. Not having a structured teaching approach leaves student lost in complicated materials with many unanswered questions. This is neither professional nor fair to the students who are passionate to learn. A few bad

lessons can cause an irreversible loss of passion for a course because of mounting confusion about the concepts which the teacher could not clarify. Of course nobody is perfect; therefore, I am always vigilant to find and admit my mistakes and fix them to prevent any confusion for the audience. Students deserve to be treated fairly and with honesty.

2.3. Classroom Teaching Environment

Further, in my classes, feedback from students are the most vital means for me to evaluate my teaching efficiency continuously and seek better ways to deliver course materials. Questions and comments are always welcome in my classes unless it distracts the others from the flow of the course. If a relevant question is raised in the class, I always take my time to make sure that the answer is well received by the audience. In case I do not have an answer to a question, rather than remaining vague, I prefer to defer the answer to a future lesson allowing myself and the students to think more about it and/or invite the interested students for detailed discussion to my office hours. This mutual learning and feeding upon each other's intellectually curiosity shows a teacher's respect for questions and comments. Non-relevant questions are, however, directed to be asked in my designated office hours to respect the other students' time.

I strongly believe that giving lectures and making students work on individual projects and homework are not sufficient for successful teaching. Thus, encouraging students to participate in the class discussions effectively, carrying out projects in small groups, and obtaining feedback on what students find difficult to understand are the other tools of my teaching approach. In such an interactive environment, personal contact and informal discussions will greatly help the instructor understand the students' needs and will enrich the teaching environment. I believe a high level of flexibility to respond the students' academic needs and adapt the lectures to them is a complementary requirement of being a good instructor.

2.4. Department Teaching Environment

Creating a friendly environment with my colleagues is also very important to me. Based on my teaching experiences, collaboration and sharing experiences with teaching colleagues leads to a better understanding of the students' academic needs and more effective teaching approaches. Effective coordination of material of different courses taught by me and my colleagues will ensure student preparation and effective learning.

3. Teaching Interests

My teaching interests include basic undergraduate electrical engineering courses and advanced courses in power systems and power electronics. In specific, I feel confident teaching Power System Analysis I and II, Power System Economics and Power Markets, Energy Management, Energy Delivery systems, Electromechanical Systems, Power System Reliability, Protection and Relays, Machines and Drives, Power Electronics, Electric Circuits, and Logic Circuits. Additionally, I am able to teach courses in control and optimization including Linear and Modern control, Linear and Mixed-Integer Programming, Convex Optimization, and Stochastic and Dynamic Programming.