

TEACHING PHILOSOPHY

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1. Perspective

I view learning as a dynamic process driven by curiosity and open-minded exploration. My goal as a teacher is to spark that curiosity, encourage careful and rigorous inquiry, and strengthen students' capacity for critical thinking both in and beyond the classroom.

2. Course materials

My course materials usually revolve around a carefully-chosen Main Text, supported by a range of supplementary readings. I monitor new releases from major publishers and communicate with their representatives to stay updated on my options. I choose comprehensive texts that are accessible, and avoid those that introduce unnecessary complexity. Supplementary materials come from a variety of sources. For some courses, I prepare digital booklets that consolidate key information, visual material, and occasionally videos to support student understanding.

3. Instruction

I typically begin my lectures with a real-world case study to anchor the discussion in a concrete example before introducing more abstract ideas. Where applicable, I use charts, photographs, and short videos to make the material easier to follow and to frame the subject matter more clearly for everyone. I find this sequence to be more effective in maintaining students' attention.

4. Varying teaching strategies

While the core principles of my teaching remain consistent, I adjust specific strategies to match each course's focus and learning objectives. The aim is always the same: to spark curiosity, and strengthen analytical thinking.

In *Research Methods*, for example, students develop a full research proposal step by step through online group tasks, structured peer-review cycles, and focused literature-review exercises. In *interdisciplinary settings*, such as classes that bring together students from global studies, labour studies, and related fields, I deliberately weave together multiple approaches. This may include case-based analysis, short conceptual lectures, and guided debates. The mix offers multiple entry points into the material, each emphasizing a different aspect of the subject while reinforcing the others.

5. Online teaching

I have been teaching online since 2013 in both live (synchronous) and self-paced (asynchronous) formats. I have advanced filming and editing skills, and own professional-grade hardware and software, which I use to produce high-quality visual and audio materials.

To deliver content effectively and sustain student engagement, I use a blended approach. I produce short, documentary-style videos and integrate them with complementary audio and video elements. I then configure the online platform so that these materials appear in a coherent, intuitive sequence that supports students' progression through the course.

Because remote learning presents its own challenges, I place particular emphasis on clarity and structure. I provide detailed guidance for all requirements and assignments, ensuring that the multimedia components, course design, and instructions work together as a single, well-organized learning environment.

6. AI policy

I maintain a balanced approach to AI, recognizing and allowing its responsible use for idea development and organization, while stressing the need to critically evaluate and verify AI-generated material against credible sources, since LLM outputs often contain inaccuracies and biases.

I design take-home assignments so as to limit dependence on AI or to ensure that, when used, it enhances the learning experience. For example, I make sure assignments include early-stage research plans, short presentation components, and clear requirements for proper documentation of AI use.

I also use AI in my own teaching, asking LLMs to propose analogies that clarify complex ideas for non-specialists or to identify common misconceptions students might have about a topic.

7. Summary

Taken together, these practices reflect a single underlying commitment: to make complex material understandable through clear structure, well-chosen resources, and deliberate teaching methods. Whether through concrete examples, organized visual material, or carefully designed content, my aim is to give students a clear path into the subject and the tools to make sense of it.

LINKS

Online lectures	https://www.youtube.com/@drKayaOnline/videos
List of cases covered	https://serdarkaya.com/cases.php
List of courses taught	https://www.serdarkaya.com/cv-teaching.php
Course syllabi	https://sfu.academia.edu/kaya/Syllabi