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Bachelor of Arts and Sciences (BAAS): Social Services, Minors in Psychology, Sociology  
Master of Education (M.Ed.): HIED Administration and Education (Certified Teacher, USA)  
Master of Business Administration (MBA): Management  
Doctor of Philosophy (PhD): Educational Management

Philosophy of Teaching

Statement of Teaching Philosophy  
James W. Keeley, PhD

The ultimate goal of any educator is to make an impact and afford every student a newly found motivation to become a life-long learner, to never stop learning, and to always want to know more. An effective teacher is one who has made an impact on those that he or she touches.

As an effective teacher, I take pride in the fact that my teaching technique and style is unique and the direct result of mixing theory, education and practice. It is through my experiences that I have been able to continuously dictate the goals and direction I set for myself and my students, whom I consider a direct product of my personal and professional efforts.

Although the direction changes from time to time, the educational goals never change. I strive to attain my pedagogical goals by instilling a sense of mentorship among students; by conducting authentic assessments and by assisting student efforts in developing effective communication skills.

While promoting the benefits of a positive self-esteem, the idea of mentorship among students instills a sense of pride and motivation. It is through this motivation that students begin to experience a sense and desire for continuous life-long learning, enhanced self-esteem and pride of accomplishment.

Next, I am a firm believer in authentic assessment and the delivery of material through individual pedagogical strategy. Thus, the “one-size-fits all” approach is both ineffective and inefficient – many are left behind. Because no two students are the same; it is my firm conviction that no two students learn the same nor should they be assessed the same. Therefore, assessment is as individual as the student is an individual.

Equally important are those skills which allow for effective communication. In those classes that I am fortunate enough to teach, I make every attempt to promote effective communication not only by speaking clearly and distinctly myself, but by encouraging students to ask questions, express opinions and relate personal experiences. Modeling good communication practices in the classroom often breeds and fosters creativity which leads to higher order thinking.

In sum, my philosophy is simple - I strive to facilitate learning by encouraging my students to be actively involved in the learning process. I attempt to design and deliver instruction that is inquiry-based and allows ample opportunity for my students to process, apply, and critique the subject matter as well as provide adequate opportunities for reflective analysis. I assess all persons on an individual basis with only EFFORT being the common denominator and truly believe that students should be encouraged to utilize open communication at every opportunity.

As much of the research suggests, instructional methods that involve fostering a positive learning environment, allowing for open communication, and an opportunity for learners to
engage in reflective, individual analysis all play an important role in enhancing the learning process.

**Professional Profile**
James began his college career in Dallas, Texas earning his undergraduate and Master in Education Degrees. Continuing his education through Colorado Tech, he helped to found the Huron Business Institute for young entrepreneurs while teaching part-time and earning his Master of Business Administration in Management. Upon graduation, he moved to the Tampa Bay area and co-founded an educational non-profit statistical analysis company while working toward his Doctorate. His published dissertation compares and contrasts educational achievement through both the non-profit and for-profit pedagogical model.

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