

Teaching Philosophy

Teachers are sources of inspiration and guidance for students. It is important for students to feel inspired by the content of a class and comfortable in their learning environment. However, students often report feeling isolated during lectures. Therefore, in the vein of creating inspiration and engagement, it's important to facilitate student involvement and connectedness during class. This allows the student to feel more comfortable engaging in class discussions and seeking out the instructor for guidance which ensures that the student is able to not only learn the content of the class but understand how to apply the content in their careers.

During my time as a graduate student at Wayne State University, I had the opportunity to teach Integrated Assessment (EDP 8318), Adolescent Psychology (EDP 5480), and The Learning Process and Theory (EDP 7350) asynchronously and synchronously through the Canvas platform. I have also had the opportunity to train professionals in various school districts throughout the state of Michigan in Applied Behavior Analysis (ABA) through my participation in the grant-funded ABA in the Classroom initiative. Additionally, while practicing as a school psychologist, I led behavior management and social-emotional learning in-services for elementary school staff. During these opportunities, I had the pleasure of connecting with students and creating a space of mutual learning that was represented in the students' engagement in interactive problem-solving. My teaching philosophy was developed through my own experiences as a student, teacher, researcher, and practitioner. This philosophy pulls from techniques such as behavior skills training (BST) and aligns with a research practitioner model.

Students are asked to upload an introduction video, utilize breakout rooms, and review a frequently asked questions page to increase feelings of connectedness during online classes. The students in my classes are assigned readings and supplementary activities (e.g., videos) to support them in learning the basic content. Each week, students complete a short homework assignment (i.e., entry ticket) which is designed to guide their digestion of the readings. This allows for the opportunity to revisit difficult material during class through the guided discussions of the assigned article(s) to grow their ability to apply research to practice. Next, students are presented with a lecture that is interactive through the inclusion of activities such as pair and shares, Mentimeter, H5P, and small group applications (e.g., case consultation). Multiculturalism is integrated throughout these activities and readings to increase the student's ability to apply the material dynamically and consider intersectional implications. For example, during class discussions, students are challenged to reflect on their personal experiences and the contribution of these to their current behaviors and worldview ultimately exploring their biases within a safe and supportive space. Students are also required to complete a standard mid-term examination and a final examination as well as a term project (e.g., final paper or presentation).

I have found that focusing on the students' understanding of the content, application of the content, and connection with fellow students increases student engagement. This process enables me to better scaffold the student's skills and tailor my teaching to their unique needs through the interactive feedback given during class and in writing on assignments.

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