Teaching Experiences

As an assistant professor at Utah State University, I taught Psychological Statistics (Fall 2021-Spring 2024), Longitudinal Data Analysis (graduate level, Spring 2023), and developed a new course called Statistical Methods for Messy Data (graduate level, Spring 2024). I also taught Messy Data at the graduate level at the University of Utah in Spring 2025 and 2026 and Quantitative Methods I in Fall 2025. I have mentored a graduate student, 2 undergraduate teaching fellows, 2 teaching assistants, and serve/have served on 6 thesis/dissertation committees. I also collaborate with 2 graduate students in the social area on research projects.

Teaching Philosophy

My teaching philosophy is informed by my particular teaching experiences, workshops, articles, and discussions with colleagues. As a teacher, my aim is to foster an ideal learning environment and the success of my students. To that end, I design my teaching with three specific goals in mind.

Teaching with Evidence-based Strategies My first goal is to base my teaching methods on what has been shown to promote student learning. I consider Bloom's Taxonomy when teaching new concepts and asking my students questions: acknowledging that students must first recall the information and be able to explain the concepts before they can apply their knowledge to new scenarios. I also target my teaching to encourage active learning in the classroom, using "think–pair–share" so that students first have the opportunity to think about a question on their own before discussing it together as a class. I also aim to foster a growth over a fixed mindset of intelligence, structuring my feedback to students in terms of their performance, such as "Keep up the good work!", or "Great job!".

Fostering Student Engagement and Agency The second goal I have for my teaching is to foster student engagement and agency in their own learning. For example, I ask students about their interests at the beginning of the semester on a "get to know you" survey. In my undergraduate course, I used these responses to generate fun examples. In Longitudinal Data Analysis and Statistical Methods for Messy Data, all examples and homework problems came from psychological datasets. The final projects were designed to give students an opportunity to analyze their own data and were structured like an academic paper so they can submit their projects for publication.

Building An Inclusive Classroom I am deeply committed to creating an inclusive environment in the classroom. For example, for my undergraduate class I: 1) only used required course materials which are free, including an online textbook (for my undergraduate course) and free statistical software to reduce the impact of financial inequality on my students, 2) instead of offering extra credit opportunities that are only accessible to students who have less constraints on their time, I gave students an opportunity to make up for poor performance by dropping the lowest midterm score and a "life happens" card that can be used to extend the deadline of an assignment or quiz.

Teaching Goals

My goal as an instructor is to foster an ideal learning environment and the success of my students. In order to accomplish this goal, I seek regular feedback from peers and my students to identify areas of improvement and strength. I have used this feedback to make several changes, such as modifying course policies, homework structure, and adding extra practice problems to the end of lecture notes for my undergraduates. I also seek trainings and workshops to learn new strategies for my teaching so that I can continuously improve.