Statement of Teaching Philosophy
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I have always loved teaching, and I especially love teaching undergraduate students. I enjoy the rush of looking at a classroom full of fresh faces at the beginning of the term, and knowing that we are going to embark on a journey together. I like getting to know students, and seeing how they plan and work and then launch themselves fearlessly from a University environment into the world. I love seeing the moment of dawning comprehension, the moment when it clicks, and a student understands something that she didn't before. I've been teaching undergraduates for over a decade, and I have always loved engaging with them in the study of psychology.

Since my return to the University of Utah in 2016, I have had the chance to teach Psy 1010, 2010, 3000, and 3010. This has given me a chance to see individual students progress through the program, and watch their development. It has given me a chance to think holistically about what students should know and be able to do when they graduate with an undergraduate degree in Psychology, and to think about how to get students to competency before they finish. I've more fully come to appreciate that teaching students to think in nuanced and sophisticated ways, and to communicate logically and clearly about science and research are goals that are not accomplished in one semester. It's given me a new perspective on the importance of teaching logic, scientific thinking, and immersing students in the genre of academic writing in an integrated way over a variety of courses. It has given me a clearer perspective on issues of knowledge transfer between courses. Although an emphasis on student engagement has always been part of my teaching style, these experiences have underscored concepts related to pedagogy that have shaped practices I am committed to in the classroom. Below, I discuss my views on both engagement and pedagogy.

Engagement

Students learn more when material is personally relevant, and when they are engaged. I prefer to make class time energetic, positive, and pleasant. I do not shy away from controversial subjects, but work hard to make the classroom a safe environment for everyone, and a place where students can share diverse views. I enjoy class discussions, and employ techniques to use them, even in large classes. One technique is a "think-pair-share" or "write-pair-share" technique which allows students in larger classes to think or write very briefly about a topic, then share their insights with another student. Following these exercises, we process together as a class what students noticed or learned.

Students are also more engaged when there is a clear plan for what happens in the classroom, and when they can connect the elements of what is happening to learning goals. I tell them the point of the exercises we engage in, and make connections between lecture material and learning goals. I also prefer to connect course material, exercises, and discussions to bigger picture issues that extend beyond the classroom, such as political and social issues relevant to them.

Student engagement is not completely under my influence. Some students disengage part way through the semester. Often, this is due to family issues, physical or mental illness, or other circumstances beyond their control. I believe that connecting with students to invite them back to engagement helps. I attempt to reach out to students who miss exams or major assignments. My late policy is designed to encourage students to do the work rather than skip it if they don't

initially make the deadline. I work with students who ask for help, even if they have not attended or participated in a while. I gave up judging student excuses long ago; if they are willing to learn the material and to do the work, I am generally willing to accept it.

Finally, I try to learn students' names even in very large classes. Although I am not completely successful at this, and it is a project that takes the entire semester, from the beginning of term, I use students' names in class. I want them to know that I know who they are, that I notice them, and that they are a part of our classroom community. This may not even register to most students on most days, but on some days, to some students, it matters.

Pedagogy

Structure. I believe that most students are "three time" learners. One exposure to new content is not enough for most students to learn, to retain, or to recognize the implications of a new concept. Accordingly, novel material needs to be presented in a variety of formats, and to be accessible so that students can find that content again when they want to review. Accordingly, I ask my students to read a textbook or article prior to class (exposure 1), we discuss or work with the concept in class, looking at its application (exposure 2), and I post lecture slides summarizing the content and related application or issues (exposure 3). While I vary the methods of the second exposure (video clips, class discussion, in-class writing assignments or small group discussions, application questions, etc.), I am consistent in providing three exposures in different formats of new information to help students understand and learn new concepts. Further, I do not believe that students avail themselves to exposures 1 and 3 (reading and slides) without motivation. I provide this motivation via reading quizzes and exams.

I also use the process of giving exams as a tool for memory retention. I assume most students review material in preparation for the exam, recall it on the exam, and then have an opportunity to review it again when we go over the exam in class, several days later. Exams provide opportunities for a kind of spaced practice, which increases long-term memory for the material. Reviewing exam results and going over mistakes together as a class also provides an opportunity for me to re-teach concepts if necessary.

Writing. I believe students learn better when they write. Writing promotes deeper understanding of course material, helps clarify thinking, and encourages logic. I think about writing assignments as falling into two categories. The first, "one-shot" assignments, serve two purposes: 1.) to practice writing skills that students already have, and 2.) to give students a chance to think about and apply content (in the service of exposure #2 above). Accordingly, I generally use these kinds of written assignments to help students deepen their understanding of the material, and to help me get a read on students' comprehension of course concepts. This helps me know where I need to clarify, review, or re-teach content. However, to improve research and writing skills, I use the second type of writing assignment, which incorporates revisions.

Most college students have important, competing demands on their time and resources, and many do not have the luxury of learning for pleasure. Few students look at feedback I give on written work unless I also provide a chance to revise and resubmit the assignment. In the revision of their own work important learning takes place. Asking students to write a research paper gives them valuable practice using the research and writing skills they already have, but asking them to incorporate targeted feedback in a revision helps improve writing, pushes logic, and clarifies thinking in a way that mere practice may not. Admittedly, requiring the incorporation of feedback and revisions takes extra effort, and is especially time consuming in

large classes. For practical purposes, I tend to use these types of assignments sparingly. However, I employ them when possible, because individually tailored scaffolding of students' thinking, logic, and writing is a powerful way to promote scientific competence.

Knowledge Transfer. Teaching the full "backbone" sequence to psychology majors has been illuminating. I suspect many students think of the courses in the major as independent of one another, rather than building on each other. Because Psychology covers such a broad range of topics, and because there are so few pre-requisites in the major, students often see the goal as "getting through the class," rather than acquiring knowledge and skills that will be useful and necessary beyond the final exam. This becomes increasingly problematic in upper division courses, in which students need to apply skills in research, writing, and statistical methods. Initially, I found this state of affairs frustrating, but recently, I've come to realize that it is an opportunity to help students make connections between courses, and to sharpen their skills as they approach graduation. I use several techniques to facilitate recall of previously learned knowledge and skills, and a culture of knowledge transfer. First, I am explicit about referring to material from previous courses ("do you remember this from 1010?" "how many of you have taken abnormal psychology?"). It is a small thing, but it communicates that knowledge acquired in their classes is valuable, applicable, and will continue to be needed. Second, I review and re-teach information learned in previous classes ("How many of you remember how to do a literature search from 2010? Let's look at this together for a minute. Where do you start?"). Reviewing and re-teaching does not take as long as the initial teaching, and it serves to boost student confidence, and as a reminder of skills they recently acquired. Third, I require use of previously learned skills. For instance, in the methods course, I ask students to draw on their statistical knowledge across multiple assignments to both plan and execute data analyses.

I believe that holding students accountable for the skills and information we impart is one of many ways we communicate to them that an undergraduate degree in Psychology means something; that the learning and application of scientific thinking is not a trivial undertaking, and that it has real, and critical implications for our society. Across my courses, but especially in Psy 2010, we discuss how misinterpretation of data, lack of replication, and sloppy thinking can lead to errors in policy and judgment–sometimes grave errors. It is my belief that we are educating not only future scientists, but citizens, voters, and future policy makers. Part of my strategy is to communicate to our students why a degree in Psychology is critical to all of these roles. Another part is to hold them accountable for acquiring these critical skills across courses. My hope is that these two strategies will then help them retain and apply their skills and knowledge beyond graduation. Our society needs them.