

As a graduate student in psychology at Georgia State University I have had some opportunity to teach in various capacities and hope to continue to do so in many more settings. I hope to communicate via this Teaching Statement my experience, teaching philosophy, and courses I hope to teach.

My teaching experience to date is not expansive but has varied in content area. I served as a Teaching Assistant to an undergraduate section of Personality Theory, which consisted of delivering guest lectures, advising and tutoring students, and administering exams. I have also served as a Teaching Assistant to an undergraduate section of Advanced Research Design and Analysis in which I taught laboratory sections reviewing instruction and materials, practicing analytical skills, and preparing professional statistical writing and reporting. In addition to these formal roles I have also delivered over 15 guest lectures during the course of my graduate school career in a variety of courses to many diverse audiences ranging in topics from career and school guidance to advanced topics within abnormal psychology, adolescent psychology, and multicultural issues in psychology. All of these experiences have helped develop my philosophy as a teacher. I aspire to facilitate the development of students' critical thinking, and I do so with a focus on diversity and inclusivity.

My philosophy as a teacher is focused on approaching content and students at a level that is tailored and appropriate for the students. Simultaneously, I strive to guide and challenge them in developing critical thinking skills and appreciation for diverse experiences and thought that will serve them well outside of the classroom. I work to achieve these through the purposeful design and assessment of students' learning. Although a large part of teaching is focused on students gaining knowledge, the abilities to think critically and evaluate multiple perspectives are

vital to developing scientific thinking and an appreciation for the multitude of reasonable solutions to problems.

As such, a primary goal for my teaching is to impart in my students the development of critical thinking skills. I work towards cultivating critical thinking skills in my students as factual knowledge may be comparatively easily gathered, but the soft but valuable skill of critical thinking must be practiced and honed throughout a student's training (and lifetime). I have used several methods to work toward achieving this goal including assigning projects that ask students to apply classroom learning to solve problems in their own lives. The application of course material to real-world problems bridges students' knowledge by solidifying how their in-class concepts address and solve their current and future problems. I also utilize assessments such as essay writing on exams and class discussions to provide students opportunities to discuss the material in their own words, asking them to formulate their ideas and support their conclusions in an evidence-based manner.

A second primary goal for my teaching is to acknowledge diversity and foster inclusivity both in coursework and the teaching space. I support this goal by engaging students in discussions in which opinions and approaches are stated and respectfully challenged. The resultant trade of thoughts and carefully guided commentary foster collective learning and respect for different viewpoints. Additionally, in order to build appreciation for diversity and to foster a more inclusive classroom I have always challenged students to consider multiple perspectives not only for solutions but for defining and approaching problems. For example, I ask students to argue in support of the opposing viewpoint to their own and evaluate their ability to empathize, provide supporting evidence, and communicate in a clear manner. Additionally, I require students to utilize language and concepts acknowledging and respecting the plethora and

value of identities and modalities of thought throughout their writing and class participation. I think this approach can be modelled in any classroom regardless of subject area by providing a safe space for the evaluation of opposing perspectives, exposing students to viewpoints outside their own, and asking them to apply their critical thinking skills before choosing a perspective and advocating for it. I think this is especially important to model in my own approach in discussing sensitive topics by providing an inclusive environment where not only are majority identities and viewpoints challenged, but minority identities are respectfully evaluated and discussed in relation to power and privilege. Taken altogether my aims and methods in teaching work to build respectful thinking and critical skills in my students that will carry beyond the classroom resulting in more informed and independent thinking throughout their lives.

Given my prior teaching and research interest, I would be excited to teach many different courses. At the undergraduate level I would enjoy teaching research methods, statistics, and any undergraduate courses focused on communication and interpersonal behavior. I would be especially interested in teaching courses focused on conflict or aggression, particularly within the context of human relationships. I would also be interested in teaching limited seminars in specific areas of my research including domestic violence, substance use, and program development and evaluation. I look forward to teaching with verve and am eager to teach courses that the department may need.