**TEACHING STATEMENT**

I originally went into academia because I love learning. I stayed in academia because I love watching students fall in love with learning. At the end of my first semester of teaching, a student approached me to tell me that she was so terrified from her previous experience with statistics that she was contemplating dropping out of the program. Then she melted my heart by saying that my course taught her to love statistics instead and that she was now considering going into research. At that moment, I knew that I wanted to spend my life helping students fall in love with knowledge. My goal was to equip students with a toolbelt of knowledge and the confidence they need to chase their questions.

To implement my teaching philosophy, I design my classes around a scaffolding process based on Bloom’s Taxonomy. For example, in my experimental course, I introduce each topic by building on familiar material, then walking the students through why our process would need to change, with questions like: “But what if we want to see how their scores change over time? How might this change our equations?” Once the students have a strong understanding of the concepts and theories behind a topic, I model how they would ask questions and apply this topic with practice problems. Throughout the practice, I transition to letting the students lead the problems, providing immediate feedback. The homework assignments require students to combine the information they have learned, and how to evaluate their results. This process builds to creating a study, completing a factorial ANOVA, analyzing their results, and reporting it in a paper that follows the American Psychology Association guidelines. Through modeling and layers of practice, I believe that students build confidence in their abilities, and learn which ‘tool’ is right for the ‘job.’

At Wake Forest University, I would be able to utilize my background in multiple courses, both at the undergraduate and graduate levels. My background in statistical analyses and assessment development would lend well to teaching statistics, methods, experimental design, and assessment courses. My training in cognition, biology, and health sciences has equipped me to teach biopsychology, cognition, stress, and memory classes. Additionally, I would love the opportunity to teach courses on Bayesian statistics, open science practices, collaborative science, and response time modeling. I believe that I would be a true asset to Wake Forest University.

**TEACHING EFFECTIVENESS EXAMPLES**

The following are evaluations from the two sections of Statistical Methods in Psychology course I taught at Tarleton. This class was taught online in the spring of 2022, with lecture and practice problem videos provided as YouTube links. The average grade for the students who completed this course was an 89%.

“Ms. Scheuler has been the best math teacher I have ever had. I have always struggled in math, but I am doing pretty good in this course, and I accredit that to the great teacher! She works at a steady pace and explains each step and answer thoroughly, as well as does a recap of what have already learned. I appreciate her!!”

“This may sound different but I feel like I get a one-on-one experience with Ms. Scheuler because of the way she takes her time when teaching. She doesn’t teach as if I should already know what’s going on and that makes it easier for me to follow along. Also, her communication is impeccable unlike mine. While I would love to take a face-to-face class with Ms. Scheuler her online teaching has a way of feeling non rushed so everything is in detail.”

“Ms. Scheuler has done an excellent job in instructing me, and I appreciate being able to observe and learn from you via her YouTube videos. She takes her time with each issue and does not hurry through it. It’s been more than two decades since I last took a college math course. She makes it a bit simpler for me to comprehend what she is saying.”

“Ms. Scheuler has done a phenomenal job at replying to my emails in a timely manner. She has been able to help me think through the problems I didn’t understand until I was able to come up with a solution. Ms. Scheuler was able to break down the problem into smaller questions so that I better understood what the problem was asking. She was very helpful and incredibly nice.”

“Ms. Scheuler has been very kind and patient this semester, and has helped me a lot when it comes to being overwhelmed. I appreciate that she understands the lives of students and that she is willing to accommodate.”

“I have found it very helpful that Ms. Scheuler is very detail focused in her practice videos. I appreciate that she supplies us with practice problems, explains in details, and seemingly ties the practice problems into the homework assignment. I also appreciate how attentive she is in staying up to date on announcements and how quick she is to enter grades.”

“Most of what has been done by the professor I am happy with the power points, the review, and overall seems to take a general interest in the students.”

“The practice problem videos are so incredibly helpful for me when completing homework. It makes the work very understandable and prevents me from feeling lost or stuck. I really have never liked math or ever been good at it but your teaching is almost making math fun for me! Continuing the practice problem videos and being very easy to reach out to is an important thing that I would like her to continue.”

“The thing that I like that Ms. Scheduler does is that at the beginning of the homework videos she always has a key to remind us what stands for what, Which I find very helpful while working on problems. I also like that she keeps it interesting in the videos and does not make them boring or dreading while watching them.”

“I love that I have attended a “zoom” session and had questions answered. Additionally, she has provided thorough explanations via email as well. The problem session video is beneficial, even if we have tricky final homework questions. She is always available to help me work through what I am struggling with.”

“Ms. Scheuler has prepared a detailed video example of the steps similar to problems on the test. As someone who struggles in math, you have made this class enjoyable and easy for me to comprehend.”

“Providing very good videos that helps me understand the work. Also, when grading and getting back to us she really explains the errors made very clearly!”

“I really love the practice videos that Ms. Scheuler provides us with. The practice problems are so helpful. They give me an idea of what to expect on the homework and if I find myself lost on the homework I can go back and watch the practice video to have an idea of what to do. It makes doing the work a lot less stressful. The videos also help me feel less alone in the class. I don't feel like im having to teach myself and struggle through the homework. I feel as though I am working along side Ms. Scheuler.”

“I appreciate the announcements/emails to remind us of things and also to explain how long things might take so we can have enough time to complete them. Also telling us of our progress and the comments on the graded papers it really helps to see what our instructor things of the work we are doing.”

**Note**: At the date of this submission, the course I am currently teaching (Experimental Psychology) has not reached the point in the semester to submit course evaluations. If this submission is reviewed after December 10th, 2024, I can provide the evaluations from the current course.