**TEACHING STATEMENT & EFFECTIVENESS**

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 is 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 decide 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.’

When researching Wake Forest University, I was continually impressed. I would be honored to be a part of an institution where undergraduate education is so highly valued, as evidenced by Wake Forest ranking 31st in the nation for undergraduate education. Additionally, I have taught in large lecture halls and small classrooms, and have seen how beneficial it can be to have smaller class sizes. With an average class size of 19 students, Wake Forest provides students with an opportunity for more interaction with their professors. Being able to teach in these smaller classes, where I can facilitate discussion and student engagement is a priority to me, and yet another reason I want to teach at Wake Forest University. Additionally, I know this is a university that I could contribute back to, utilizing 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.

The following are example evaluations from the two sections of the 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%. The most common comments included enjoying the practice problem videos, liking how the instructions built in steps, and appreciating being treated with kindness.

“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 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.”

**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.