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Teaching Dossier

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Teaching Philosphy

To come.

Teaching Assistantships

Fall 2020 **Stars and Planets** (AST221)
Led help sessions; held office hours; marked problem sets; marked term assignment; invigilated and marked midterm; invigilated and marked final exam.

Summer 2019 **Life on Other Worlds** (AST251)
Held office hours; managed student emails; marked term assignments; invigilated and marked midterm; invigilated and marked final exam.

Winter 2019 **Life on Other Worlds** (AST251)
Designed weekly homework questions; marked term assignments; marked midterm; marked final exam.

Fall 2018 **Great Moments in Astronomy** (AST210)
Held office hours; managed student emails and online discussion board; marked assignments; invigilated midterm; marked final exam.

Winter 2018 **Life on Other Worlds** (AST251)
Marked assignments; marked midterm and final exam.

Fall 2017 **Great Moments in Astronomy** (AST210)
Held office hours; managed student emails and online discussion board; marked assignments; invigilated midterm; marked final exam.

Winter 2017 **Stars and Galaxies** (AST201)
Led interactive discussion-based tutorials; marked project proposals and final projects; led telescope observing night; invigilated midterm and final exam.

Fall 2016 **Stars and Galaxies** (AST101)
Led interactive discussion-based tutorials; marked project proposals and final projects; led telescope observing night; invigilated midterm and final exam.

Winter 2016 **The Sun and its Neighbours** (AST201)
Managed student emails and online discussion board; marked assignments; led telescope observing night; invigilated midterm and final exam.
Great Astronomical Issues (PMU199)
Assisted students with in-class course material; held office hours; marked project proposals and final projects; managed student emails; gave feedback on final assignments.

Winter 2015 **Stars and Galaxies** (AST201)
Led interactive discussion-based tutorials; marked project proposals and final projects; led telescope observing night; invigilated midterm and final exam.

Student Mentorship

2018 — 2019 **James Lane**; incoming PhD student (University of Victoria)
2017 — 2018 **Colleen Gilhuly**; incoming PhD student (Queen's University)
Victor Chan; incoming PhD student (University of Toronto)

Professional Development in Teaching

2015 – 2019 **Teaching Assistants' Training Program (TATP)**, UofT
Courses include:
Women in STEM: Teaching and Learning Roundtable
Teaching Dossiers and Statements of Teaching Philosophy
Creating a Culture of Accessibility
Active Learning in Discussion-based Classrooms
PowerPoint and Beyond – Using Visual Aids in the Classroom

Evidence of Teaching Effectiveness

*"When you TA, ... you're very present with the students – with your body language, where you sit, the tone you use, and the sorts of questions you ask. By being present in their learning and inserting yourself into their experience like that, ... it really does a lot to center the learning experience on them. When I TA'd with you, it very much seemed that you made sure *your* experience was very much about *their* experience. That struck me as both very brave and very effective."* (Co-TA; AST201; Winter 2018)

"Astronomy may seem intimidating, but it is due to T.A.s like yourself who help students learn and understand its content. I am grateful for all your extra office hours and advice throughout the semester." (Undergraduate student; PMU199 and AST201; Fall 2016)

Sample Teaching Materials

Curriculum Development for Life on Other Worlds (AST251)

Homework questions applied in the course:

1. Which of the following types of planets should it be easiest for the transit method to detect?
    a) Large planets whose orbits are edge-on to our line of sight.
    b) Large planets whose orbits are face-on to our line of sight.
    c) Small planets whose orbits are edge-on to our line of sight.
    d) Small planets whose orbits are face-on to our line of sight.
2. Which properties of a transiting exoplanet can be determined by examining primary transits alone? Assume you also know the mass and radius of the parent star. Check all that apply.
    a) Planetary radius.
    b) Planetary orbital period.
    c) Planetary mass.
    d) Planetary orbital semimajor axis.
    e) Planetary density.
3. Keeping in mind how the radial velocity method works and what it is detecting, which kinds of systems should it find most easily?
    a) Massive planets with small orbital semi-major axes.
    b) Low-mass planets with small orbital semi-major axes.
    c) Massive planets with large orbital semi-major axes.
    d) Low-mass planets with large orbital semi-major axes.