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Teaching Statement

As an instructor in higher education and a former high school teacher, I know that learning about powerful ideas and developing ambitious capabilities takes time, application, and a network of support (Rogoff, 2001). Accordingly, my teaching and learning philosophy emphasizes the following three components: a) do something difficult, b) structure assignments over time to serve as scaffolds, and c) have students talk. These components correspond with what Grossman et al. (2009) describe as an approximation of practice, reflecting a view of teaching and learning as participating in the *practices* of the field.

This philosophy can be seen in a master's-level course for in-service teachers that I taught on learning theories during summer 2017. As an assignment, teachers prepared presentations for a local conference for educators—a difficult task, especially for those presenting for the first time. To scaffold this work, I created other assignments, including a design thinking workshop that helped them refine ideas they had developed based on their expertise. Talking to each other—including sharing their presentations with other groups in the class—was also a key part of their completing this challenging assignment. More importantly, this allowed these teachers to participate in educational leadership practices around planning and carrying out a presentation for peers in an authentic professional setting.

Furthermore, my teaching both informs and is informed by my research. My research is based on previous work that suggests that collecting and analyzing data has benefits for students who are learning to carry out a study or action research project. Consequently, in a course for in-service teachers on research methods, I assigned students to find out how or why teachers integrate technology into their teaching. Students generated survey questions akin to what experienced scholars may ask (and those associated with less plausible relationships), prompting discussions around what makes up a causal, versus a correlational, answer, collected data, and shared their answers based on the models they created through a class Facebook page. Students reported that the activity helped them to be more confident in their ability to collect and use data.

Mean student ratings on my course feedback consistently range between "Superior" and "Above Average." In these courses, students reported being challenged but rewarded. For example, in the most recent course I taught in summer 2017, a student wrote that the *Technology and Leadership* class "gave us great opportunities to develop leadership skills/challenge us to step out of our comfort zone." Another student wrote, "I have found this course incredibly enjoyable. Though at times it has been tough I feel I have made very good progress in this area."

I am prepared to apply this teaching philosophy in a variety of post-secondary contexts. I have taught, developed, or assisted face-to-face and online courses on learning sciences and technology, educational technology, and research methodology. I am also able to teach in the areas of motivation and engagement, particularly in STEM. I am interested in proposing and teaching courses on computational research methods, including educational data mining and learning analytics and on the creation of data products, such as interactive web applications, for research and teaching.

References

Grossman, P., Compton, C., Igra, D., Ronfeldt, M., Shahan, E., & Williamson, P. (2009). Teaching practice: A cross-professional perspective. *Teachers College Record*, 9, 2055-2100.

Rogoff, B. (2001). *Learning together: Children and adults in a school community*. Oxford, England: Oxford University Press.