Teaching Philosophy

I became most interested in becoming a professor during my 3rd year of undergrad. Having at that point experienced such a diversity of professors with equally varied teaching ability, I decided that not only did I want to advance my field through research, but that I also wanted to advance my field by mentoring and teaching students.

To me these three areas (Research, Teaching, and Service) are actually just three facets of the single thing: professor. It is from this perspective that I ground my pedagogy. I build from a foundation where I recognize that the professor and the students are each at once many different things. The professor is at once an expert and authority on the content of the field, a facilitator and co-learner with students, and an investigator and disseminator of knowledge for the public. The student is at once an apprentice of learning, an investigator in the field, an adult learning how they wish to be in the world, and a co-learner with the other students and the professor.

In line with these foundations, I make use of a learner-centered pedagogy that heavily utilizes authentic experiences to create an environment of apprenticeship in which I work to facilitate the students ownership of the process of inquiry and learning as well as the mastery of the content. In my work to facilitate student’s ownership of their learning, I begin from a position on the importance of reflexivity.

In order to feel agency in our lives, it is helpful to try to understand who we are as actors in the world. It is for this reason that I set an example for my students by always introducing myself in what some may consider to be an over-share. Rather than leaving the students believing that I think myself so interesting, I explain to them that I think it is important for them to understand who I am in order for them to better understand the lens through which I see the world, and the likely spin I am to place on it. Throughout our relationship I will encourage students not necessarily to share their own personal information, but to write about it for themselves. This will enable them to think about their own positions and how they might affect the epistemologies to which they subscribe.