

SAMPLE TEACHING EFFECTIVENESS STATEMENT

Over the last six years, I have established my effectiveness as a teacher through “innovative pedagogy” that encourages students to see themselves not only as consumers of American culture but as critical thinkers and creators of meaning. My work has been guided both by the importance of meeting departmental learning outcomes specific to our interdisciplinary field and by my commitment to the high impact practice of engaging students in research that touches their own histories, cultures, and communities and helps situate diverse communities within the patterns and intersections that shape American experience. I use the classroom to share my own research and model research practices, in alignment with the criteria for “integration of professional growth into the curriculum,” and encourage students to do the same. Redeveloping my classroom as a research laboratory is an example of “innovative pedagogy” has required intentional effort on my part, as is evidenced in my participation in a Center for Teaching and Learning summer institute in Summer 2017 (**see Teaching Effectiveness item 1, CTL certificate**). I have taught seven different courses for the department, ranging from introductory level and General Education courses to senior capstone seminars. Two courses especially evidence my effectiveness as an innovative teacher. With the support of my chair, I redeveloped the syllabus for our foundational American Studies 110 course in Fall 2017 (**see Teaching Effectiveness item 2, AmS 110 Syllabus**) to focus in the first weeks on core American Studies texts and methodologies and then to give our students in this introductory course an opportunity to engage in group projects analyzing American cultural phenomenon using disciplinary approaches. This represented a significant shift from the department’s historically lecture-centered approach. I also developed a new upper-division course for the department in Spring 2018 American Studies 564 (**see Teaching Effectiveness item 3, AmS 564 Syllabus**) which taught students how to use digital media forms such as podcasting and web-based curation to develop narratives about migration based in their own family history but informed and structured by theoretical frameworks from our discipline. I have included a sample student project that shows how one student used her family’s foodways as a pathway for mapping their migration across geographies (**see Teaching Effectiveness item 4, AmS 564 Student Project**). Experimenting with flipped classrooms that center around student engagement has given me opportunities to reflect on and, over time, refine my approach. For example, as my evaluation scores show, my debut of the research-centered classroom in Fall 2017 effected a change in my course evaluation scores, which had typically been around 4.4 – 4.5 but dipped in that semester to 3.9 – 4.0. As I reflected on these scores, I made improvements including an updated Universal Design for Learning syllabus that helped students feel better prepared to undertake research. I also attended some additional seminars at Instructional Technology Services to improve my efficacy in using digital course management systems to support student projects (**see Teaching Effectiveness item 5, ITS certificate**). I am pleased that when I invited a senior colleague to observe and evaluate this course in Fall 2018 (**see peer observation**), she found that students were “visibly enthusiastic” about beginning their research and that the rich array of topics they chose to engage actually showed promise of “adding to the reach and richness of our field.”