Teaching Statement for a Research-Focused Institution

Teaching Philosophy

Being a scientist–educator places me in the rewarding position of simultaneously teaching novice students about the science of psychology, mentoring the next generation of researchers, and creating new knowledge in the science itself. Among undergraduate students new to psychology, I see myself as not only teaching them the central ideas and mental habits of field but as inspiring their interest in psychology. Subsequently, the most interested and talented of those students enter graduate school, and my role switches to the modeling of advanced professional methods, as well as the sponsorship of their entrance into the field. Of course, throughout all of these educational endeavors, science is the central theme in terms of what students learn and the methods I use to instruct them.

As a cognitive psychologist who studies patterns of learning in the human mind, I believe that educational experiences at all levels should be guided by what research tells us about how humans acquire new knowledge and skills. My own research on motivations for elaborative processing strongly suggests that most students will not engage in the type of studying that leads to lasting learning without external guidance and reinforcement. Thus, all of my undergraduate courses begin with a module on "how to learn" before we move on to "what to learn." In addition, I have low-stakes quizzes and writing assignments embedded into every course to ensure that students have thought deeply about topics before we discuss and analyze in the classroom.

The best example of these techniques occurs in my cognitive psychology course. Students start the semester reading Putnam, Sungkhasettee, and Roediger's (2016) article containing student-centered tips for learning in college, and they use the article to formulate written plans for implementation of the tips during their semester coursework. Students receive credit for submitting evidence that they have carried out their plans. Throughout the

Paragraph one addresses what the candidate sees as the positive effects of teaching.

Even in the teaching statement, emphasize a research agenda that is consistent with the position.

Include both undergraduate and graduate education to acknowledge the importance of both roles.

Paragraph two addresses the general methods used to accomplish the positive effects of teaching.

Integrate research with teaching in terms of both content and methods if it is possible.

Illustrates the use of a variety of instructional methods that engage students in and out of the classroom.

Paragraphs three and four give specific examples of methods used to accomplish the positive effects of teaching.

Emphasize empirically-supported teaching and techniques to help students succeed.

This material is a companion to *Becoming a Psychology Professor: Your Guide to Landing the Right Academic Job*, by Guy A. Boysen. An overview of the book can be viewed on the American Psychological Association website (https://www.apa.org/pubs/books/4313054).

Additional supplemental material is available on the book's companion website (http://pubs.apa.org/books/supp/boysen/).

semester, students read the primary research behind each of Putnam and colleague's tips as each topic emerges in class. For the readings, students complete a deep processing "readiness quiz" on the material before coming to class, and this promotes both the motivation to learn and learning itself. Although I have outlined how these methods related to cognitive psychology specifically, I apply similar principles throughout all of my undergraduate courses.

Provides specific examples from at least one course but also emphasizes the use of good pedagogy across courses.

Instruction of graduate students takes a completely different form because, rather than providing an introduction, the goal is to bring them into the profession. As such, when I start as an Assistant Professor, I will take a developmental approach to mentorship. Students will begin in their first year by learning the basic techniques of my laboratory and by conducting literature reviews related to my current research. Soon, they will be ready to conduct studies and can earn authorships on professional presentations. By their second year, they will have the skills to plan and execute their own study building off of one of my own, and this will become their master's thesis. Finally, I will assign them a research area in which to carve out their own niche, and they will work on developing, conducting, and then publishing a totally independent research project.

Demonstrate thoughtful consideration of how to manage a productive laboratory.

Although I am early in my teaching and mentorship career, I have amassed solid evidence for pedagogical excellence. My student evaluations of teaching have consistently matched or exceeded the average for my department. Furthermore, I was given the Teaching Assistant of the Year award by my department twice. Perhaps the strongest evidence for my teaching abilities comes from the lab I was responsible for during my postdoctoral study; under my mentorship, the lab had more research presentations made by undergraduate and master's students than any other in our department. I firmly believe that I will be able to continue and expand this pattern of success when I begin work as an Assistant Professor.

The final paragraph provides evidence for the effectiveness of the methods.

Emphasize evidence for teaching effectiveness that is based on data and external evaluations.

Emphasize the relation of teaching to research productivity as a sign of fit with the position