

## Teaching Philosophy

I am passionate about teaching. In the classroom, I incorporate strategies that engage, motivate, and maximize learning opportunities for students. My teaching philosophy is based on the creation of a community of learners, using a student-centered learning approach, supported by evidence-based educational methods. I believe that students will actively engage in their own learning when they are challenged and cared for. My role is to create a climate of inquiry and facilitate student knowledge, while providing a safe learning environment. A significant part of this process is to authentically engage with individual students while maintaining a vigilant eye on the progress of the collective whole.

An essential part of my teaching philosophy is how to be an effective educator. Of utmost importance is my belief that educational preparation does not end with the completion of degree requirements. I live a philosophy of continual learning and growth as I explore the facets of my own expertise and extend the boundaries of my understanding. I also believe that it is important for educators to be authentic with students. Authenticity invites student engagement and investment. Additionally, as an educator it is critical to see students as the complex individuals they are – learning, growing, struggling, and exploring in their lives outside of the classroom. I believe that educators should not lose sight of their students as unique and complex individuals.

I use a combination of lectures, activities, interactive class discussions, writing assignments, and video clips to drive student learning. I have used websites, such as [polleverywhere.com](http://polleverywhere.com) and [YouTube.com](http://YouTube.com), to reach the more technologically-oriented students that characterize our classrooms. Through creative yet relevant assignments, I strive to develop students' interpersonal, professional, and cognitive skills. To support this process I have implemented "discussion days" and "lab days," where application of sport psychology techniques takes place. Both of these days are followed by an individual written reflection assignment where connections are made to personal experience and course content and critical thinking is fostered. I am constantly seeking for ways to upgrade and modify my teaching methods based on the needs of the millennial student. For example, the inclusion of collaborative group video projects and occasional group exams provides challenging, yet enjoyable reinforcement of course material, and has served to enhance student understanding. During class time we make real world applications by reading short magazine articles relevant to class and watch brief videos that provides a platform for discussion. Then we engage in small group discussions to facilitate understanding of the topic.

This semester in one of my KINE 320 (Sport and Exercise Psychology) sections, I'm piloting a different kind of teaching that is a combination of flipped classroom and experiential learning. I'm holding students accountable for reading before class and then in class we are doing learning activities to solidify their understanding of the concepts. To deepen their understanding of team dynamics, students have been put in teams that will remain the same throughout the semester. Once a week we spend some time competing in a game called Pinball. During these Pinball lab experiences students will put their knowledge to the test. They will have the opportunity to see team dynamics and mental skills put into practice. I am excited about this new experience for the students. So far, it seems to be going well.

In sum, I am dedicated to maintaining a level of pedagogical competence consistent with the ever-changing flow of higher education. I use a diverse set of techniques and principles to engage and inspire students including authentic teaching, and the use of technology, discussion, collaborative projects, and in the future, "flipping" some class days. By being open to new pedagogical methods and being