

My teaching philosophy is guided by three core principles: 1) ensure that the material is accessible to all learners, 2) foster relatability to course material, and 3) ensure a symbiotic teaching process by encouraging student participation to foster deeper processing and mastery of the course material. I have implemented these principles in my diverse teaching assignments at Purdue University. More specifically, during my PhD training at Purdue University, I served as a teaching assistant (TA) for five different courses: Stereotyping and Prejudice (x3), Psychology of Gender; Belonging and Exclusion; Close Relationships; and Ostracism, Rejection, and Exclusion. I have also been the instructor of record for an in-person lab section for Introduction to Research Methods and an asynchronous Introduction to Social Psychology course.

To ensure that my material is accessible to all learners, I make sure to provide class material in various formats. For example, when I taught Introduction to Social Psychology as an asynchronous course, I created detailed PowerPoint slides to accompany each online recorded lecture so that students could reference the slides, and I created a review guide for each module in the course. My goal in providing these materials was to be attentive to the various ways in which students might learn course material to ensure that I was catering to the success of each student. Additionally, I clearly communicated deadlines and keep my course webpage updated. Indeed, one student commented, “Professor Noland sends email reminders about assignments and is very clear about her expectations. This makes her classwork doable and easy to achieve.” Other students commented on how well-organized this course was despite how much content we had to cover in a four-week time span. Furthermore, before completing any assignments, I provide students with a very detailed rubric for how assignments will be scored to increase transparency and accessibility. After assignments are turned in, I provide very detailed and clear feedback. For example, when I taught one of the lab sections for Research Methods, a student commented, “Instructor Noland does a great job at providing feedback. They are always very helpful when I have questions concerning my group's assignments and give great feedback/resources to help. They also explain concepts in an easy-to-understand fashion and give authentic assignment feedback.” Finally, I emphasize that all students can succeed. By incorporating growth mindset language, I ensure that all students feel like they can achieve the course objectives.

Another central component of my teaching philosophy is fostering relatability to the course material. When students feel like they can relate to concepts being taught in courses, they engage in a deeper, more nuanced way with the material, which allows for richer conversations and a more meaningful understanding of the course material. To foster relatability in the courses that I TA'ed, I often relied on real-world examples. For example, when I was the teaching assistant for Close Relationships, I facilitated discussions with students using episodes of *Modern Love* and encouraged them to think about how the material they covered in class for that week was present in the episode. As another example, when I taught Introduction to Social Psychology asynchronously, students completed a discussion board post each week. These posts helped students to engage with their classmates, and to think critically about the material and apply it to real-life scenarios. For each discussion post, students chose a concept from one of the chapters they read about that week, defined the concept, and then provided an example of the concept that they came across in real life.

The final component of my teaching philosophy is ensuring that the learning and teaching process is symbiotic. I encourage students to actively engage in the course using various class participation formats. For example, when I was a guest lecturer in both Belonging and Exclusion and in Ostracism, Rejection, and Exclusion, students participated using an online polling platform. Students also participated in “pair-and-share” activities, and then some students shared their thoughts with the entire class. I reinforced that I could learn from the students just as they can learn from me, so I constantly encouraged them to ask questions, comment on, and challenge concepts that we discussed.

Mentorship. In my PhD training, I am fortunate to be a part of a research lab that values undergraduate mentoring. During my six years as a mentor in the lab, I have had the wonderful experience of serving as a mentor for one honors thesis student and multiple research assistants. As a mentor, I have three main goals: 1) to establish trust, transparency, and reciprocity in the mentorship relationship through enriching conversations, 2) to align mentor-mentee goals and expectations at the beginning of the mentoring relationship, and 3) to teach mentees methodologically sound research skills and practices. My approach to mentorship has been honed throughout my years of experience and through my participation in the Future Mentors Program, which prepares the next generation of research mentors by offering evidence-based and culturally aware mentor training for graduate students who plan to pursue careers in academia. Additionally, I am the founder and co-chair of the Purdue Psychology Mentorship Program, which provides underrepresented psychology undergraduate students with mentoring from current psychology graduate students. I started this program in 2021, and we have provided mentorship to over 100 undergraduates to date. For my work with the mentorship program, I received the 2024 Purdue College of Health and Human Sciences Diversity, Equity, Inclusion, and Belonging (DEIB) Award for graduate students and postdoctoral scholars. This award seeks to promote and recognize those within the college who have gone above and beyond in fostering practices, initiatives, teaching, and/or research that promote DEIB.

Teaching Certifications and Training. In Spring 2023, I obtained a Certificate in Foundations of College Teaching from Purdue University based workshop completion and reflection on the following themes: Making Learning Accessible, Assessing Student Learning, Creating a Learner-Centered Environment, and Applying the Science of Teaching and Learning. Additionally, in Spring 2023, I completed a graduate course at Purdue University, Teaching Psychology, taught by an award-winning instructor in our Psychological Sciences department. In this course, I learned about various teaching pedagogies and prepared materials that included a syllabus for a proposed course, sample lectures, and class activities.

Summary of course evaluations

| Role | Course | Evaluation Question | Mean Score |
|----------------------|--|--|-------------------------------|
| Instructor of Record | Introduction to Social Psychology | The instructor created an inclusive learning environment. | Summer 2024: 4.54 |
| | Introduction to Research Methods Lab Section | | Spring 2022: 4.64 |
| Teaching Assistant | Close Relationships | Overall TA evaluation: Overall, how effective was the performance of the TA? | Fall 2023: <i>Excellent</i> |
| | Belonging and Exclusion | | Spring 2023: <i>Excellent</i> |
| | Psychology of Gender | | Fall 2022: <i>Excellent</i> |
| | Stereotyping and Prejudice | | Fall 2021: <i>Excellent</i> |
| | Ostracism, Belonging, and Exclusion | | Spring 2024: N/A |
| | Stereotyping and Prejudice | | Fall 2024: <i>Excellent</i> |