My teaching repertoire includes Statistics, Memory, Cognition, Psychology and Law, General Psychology, Development, Honors Applied Cognition, and Attention and Memory (graduate level). I have taught in-person, synchronously online, asynchronously online, and hybrid format courses. I have been the instructor of record for 48 courses. My teaching philosophy focuses on transmitting knowledge and the application of knowledge. My philosophy is motivated by the goals of imparting a strong memory of the course content and empowering students to use the course content. I implement learning and memory evidence-bases to enhance student learning. I structure my course and instructional methods to be accessible to all students. Students consistently evaluate my teaching highly.

In my undergraduate classes, we cycle between lecture and discussion and activities. This format captivates students' attention and gives them agency, which enhances student learning outcomes. For example, in Psychology and Law, after learning about investigative interviewing, students discuss an interrogation method that produces true and false confessions. Students discuss whether the method should be used by police and ways to improve the method.

I use my expertise in memory to teach students how to improve their learning. Additionally, my courses are designed to promote the use of effective learning and memory strategies. Students engage in elaborative rehearsal, which promotes learning, via discussion and exam questions. Students take low-stakes quizzes and receive feedback as a means of retrieval practice to enhance their memory as compared to repeated studying. Students retake quizzes, which require spaced practice and enhance memory.

In my graduate seminars, students read outside of class and engage in discussion in class. Students apply their knowledge by bringing additional content to class discussion and by writing a final capstone paper that covers the application of a cognitive topic. Students may choose from a few capstone paper formats, one of which is a science-informed "opinion piece". I have previously implemented this assignment in Psychology and Law. Students submit their op-eds to news outlets, and several of them have been published. These assignments demonstrate to students that their knowledge is valuable and gives them the self-efficacy to use it! My students' work being published is a career highlight.

Research Mentorship. I have mentored over 50 undergraduate students in my lab. Students gain experience with research, from applying human ethics approval to writing and disseminating research. During weekly lab meetings, we engage students in research and professional development training. For example, I have trained students on how to conduct reproducible analyses to showcase the integrity of our work and make it reuseable for other scientists. Several student collaborators have presented at conferences and co-authored publications with me (their names are denoted * on CV). I mentor two graduate students in my lab, who I value and interact with as collaborators in training. They are involved in ongoing work, are encouraged to collaborate with one another, and I support them in developing their own research programs over the course of the program. I understand the job landscape and help students to achieve their career goals, in or out of academia.

I encourage students to think critically and help students to translate knowledge to application. I give students opportunities to use their knowledge as they learn (e.g., Op-Ed paper). I train students on best practices in research and teach them how to conduct independent research.