Teaching Statement | Monika Lohani PhD

Teaching Experience. My teaching interests are in applied cognition, emotion, research methods, and statistics. In Spring 2025, I developed a new in-person elective course for undergraduate students, *Emotion Regulation in Everyday Life*, which focused on utilizing basic and applied research on emotion regulation to learn about daily wellbeing. This course received very positive reviews, and I am excited to teach it again this Fall to nearly 80 students. In 2024, I taught undergraduate students in an asynchronous online course on *Human Factors*. In 2023, I taught a joint seminar course in person to undergraduate (*Honors Topics in Cognitive Psychology*) and graduate students (*Issues in Cognition*). This course is now designated as an Advanced Integrative Knowledge Core course for graduate students. From 2018 to 2023, I developed and taught the course *Cognitive and Affective Bases of Behavior* in the Department of Educational Psychology (EDPS). It was a core required course for graduate students from Learning and Cognition, School Psychology, Reading and Literacy, and Counseling and Clinical Psychology (note: students from the Department of Psychology were also enrolled). In addition to my substantive areas of teaching, another important area of my teaching has been to make applied quantitative methods approachable to all students. At EDPS, I had completely revamped and taught the required quantitative methods series, including *Graduate Quantitative Methods I and II* (EDPS 7010 and 7020) to first-year PhD and master's students. I have served as the Master of Statistics Track Representative, overseeing the *Master of Statistics* degree and the *Graduate Certificate in Statistics* for EDPS. I have also taught *Introduction to Psychological Statistics* and *Research Methods* to undergraduate students at Brandeis University (from 2011 to 2013). Through these efforts, I have demonstrated that I am deeply invested in providing valuable training to graduate and undergraduate students. I have taught continuously at the University of Utah since Fall 2017, when I taught an undergraduate research methods lab in the Department of Psychology (Psych). Since 2018[M], I have taught as an Assistant Professor at the University of Utah, first in the *Learning & Cognition* area (in EDPS with a 2:2 teaching load) and since 2023, in the *Cognition & Neural Science* area (in Psychology with a 2:1 teaching load).

Teaching Philosophy. When I design my courses, I constantly consider my goals and philosophy as a teacher. I focus on promoting effective education and creating a safe learning environment. As an applied cognitive psychologist, I think deeply about how the basic cognitive science of learning, memory, and motivation can be applied to effective student learning. For instance, I structure my course materials to promote interleaved learning for effective student outcomes. I have accomplished this in my statistics instruction by following lecture components with contextualized analysis of real datasets from studies as class examples for students to gain a hands-on and experiential understanding of the core steps they need to consider. This was followed by the in-class lab component, in which students gained hands-on experience implementing the statistical method they had initially learned about to a new dataset and research question. This helps students gain confidence in the topics and their ability to connect the theory behind statistical methodology to its application in answering real-world questions. For homework assignments and take-home exams, I then assigned more challenging assignments that utilize the core steps to solidify and generalize the concepts learned in the course. Thus, presenting material in small, interleaved increments and re-introducing it in different ways allows for more effective learning.

Likewise, for my undergraduate course (*Emotion Regulation in Everyday Life*), every class included required participation in class activities to encourage students to apply what they learned in class. For example, after two lectures on theories of affect regulation, students were asked to work in small groups to create a taxonomy for everyday affect regulation strategies that college students may use, and this turned out to be a great way to make the students appreciate the relevance and complexity of applying affect regulation to daily life. Similarly, in my joint seminar course (*Issues in Cognition*), I build assignments that encourage students to learn new methods and literature relevant to their research. For instance, based on the research covered in the seminar, each student presents and writes about a grant idea on how they will adopt a new research method that they have never used before in their own research. This class assignment has led to successful student grants at the foundation and federal levels. To supplement conceptual knowledge, I intentionally select foundational theoretical reviews and cutting-edge empirical studies that students evaluate together. This has been effective in helping students expand their knowledge and confidence in critically thinking about research.

Mentorship. Extending my goals as a teacher from the classroom to the lab, I actively promote graduate and undergraduate student mentorship and training in all aspects of research. This includes training them on the theoretical and practical foundations of my lab's multiple observational and experimental methods, such as daily ecological momentary sampling, psychophysiology, and behavioral methods. Currently, I am the primary advisor for one graduate student (Blodgett) with another (Almond) joining this Fall. At EDPS, I had mentored three students (Dutton, Elsey, and West). In my recent projects, I have collaborated closely with several **PhD students** on numerous projects, as evident by our papers together – 1) ***Blodgett, G.*** (Psych): As her primary mentor, we have one[1] published paper and three[R5-6,R8] papers in review. 2) ***Kaur K.***[K] (Psych): We have one[7] published paper, one[R3] in review, and two forthcoming. 3) ***Detrich, A.*** (Psych): We are working on a paper together[F4]. 4) ***Buzard, A.*** (Psych): We have one[R11] paper in review. 5) ***Giron J.*** (EDPS): We have published one paper[2] and have one[R12] paper in review. 6) ***Dutton S.*** (EDPS) who I had co-mentored until 2023: We have published five papers[4,8,10-11,17] and have two[R1,R3] in review, some were part of his comprehensive project[P]. 7) ***Elsey J.*** (EDPS) completed her master's degree under my mentorship: We have published four papers [8,10-11,17] with two[R1,R3] in review, some were part of her comprehensives and master's project. 8) ***West K.*** (EDPS): We have published one paper[10] as part of her comprehensive project. 9) ***Findley S.*** (EDPS) was funded on one of my grant projects: We have published two[10,11] papers together. 10) ***Betty J.*** (Psych, WashU): We have two[R4,R13] papers in review. 11) ***Ong, L.*** (Psych, UBC): We have one[R10] paper in review.

In addition, I have worked closely with the following **undergraduate students** – 12) ***Roberts A.*** (Psych), pursuing his honors thesis with me: We have one[R8] paper in review. 13) ***Oler J.*** (Psych) is finishing his honors thesis in my lab: We have one[F6] paper in preparation, 14) ***Do, A.*** (Psych) has two[11,12] published papers, 15) ***Aisa, A.*** (Psych) has one[12] published paper, and 16) ***Sherman, H.*** (Psych) has published one paper[45] with one[R12] paper in review. Finally, 17) ***Janney, B., PhD*** (EDPS) was funded as a **postdoctoral trainee** by a grant (Co-PI: Lohani) and co-mentored by me: We have published seven[2,3,5,6,9,14,45] papers and four[R5-6,R9,R12] are in review. Having completed his 2-year postdoc training, he is joining as a tenure-track Assistant Professor at Utah Tech University.

[M] Maternity leave in Fall 2020; and in Spring 2023 successfully received formal Retention at the University of Utah.

[K] I am a Key Faculty Investigator on her NIH National Research Service Award received in 2023; and worked closely on 4 projects.

[P] Learning and Cognition area of EDPS requires PhD students to complete 3 comprehensive projects in place of prelims.