

My teaching philosophy is guided by three core principles: Accessibility, Relatability, and Communality (ARC). I have implemented these principles in my diverse teaching assignments. More specifically, during my PhD training at Purdue University, I served as the instructor of record for an in-person lab section of Introduction to Research Methods and two asynchronous Introduction to Social Psychology courses. I also served as a teaching assistant (TA) for five different courses: Stereotyping and Prejudice (x2), Psychology of Gender, Belonging and Exclusion, Close Relationships, and Ostracism, Rejection, and Exclusion. These experiences have equipped me well to teach a variety of courses.

To ensure that my material is accessible to all learners, I provide it in various formats. For example, when I taught Introduction to Social Psychology as an asynchronous course, I created detailed PowerPoint slides to accompany each recorded online lecture for students to reference, and I created a review guide for each module. My goal in providing these materials was to be attentive to the various ways students might learn the course material, ensuring I supported each student's success. Additionally, I clearly communicated deadlines and kept my course webpage up to date. 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 the amount of content we covered over four weeks. Furthermore, before students complete any assignments, I provide a detailed rubric outlining how assignments will be scored to increase transparency and accessibility. After assignments are turned in, I offer extensive 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 about my group's assignments and provide great feedback and resources. 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 that the course objectives are attainable.

Another central component of my teaching philosophy is fostering relatability to the course material. When students feel that they can relate to the concepts taught in courses, they engage with the material more deeply and with greater nuance. This allows for richer conversations and a more meaningful understanding of the course material. To foster relatability in the courses I taught as a teaching assistant, I often relied on real-world examples. For example, in a course on Close Relationships, I facilitated discussions with students using episodes of *Modern Love*. I encouraged them to consider how the material they covered in class 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 engage with their classmates, think critically about the material, and apply it to real-life scenarios.

The final component of my teaching philosophy is ensuring that the learning and teaching process is communal. 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 some then shared their thoughts with the entire class. I reinforced that I could learn from the students just as they could learn from me. I encouraged them to ask questions, comment on, and challenge concepts.