

I approach classroom teaching with the goal of helping students to surpass their expectations of what they can learn. The ingredients to do this are to set ambitious, but reasonable goals, empower students to believe in themselves by believing in them, and provide a clear outline for how we will achieve those goals. I engage students by teaching them the *why* behind the research and involving them in the process of learning. I implement basic memory and learning research to enhance students' learning. I structure my course and instructional methods to be accessible to all students. I assess my own teaching during and after a course with anonymous student feedback, and I use this feedback to inform changes during and after the course. As a result of these methods, students often leave my class proud of their achievements, and I routinely receive strong course and instructor evaluations.

My teaching repertoire includes Statistics, Memory, Cognition, Psychology and Law, General Psychology, Development, Honors Applied Cognition, and Applied Attention and Memory (graduate level). I have taught in the following formats: in-person, synchronously online, asynchronously online, and hybrid. I have been the instructor of record for 43 courses.

Engagement. In my undergraduate classes, we cycle between mini-lectures and discussions or activities. This format captivates students' attention and gives them agency, which enhances student learning outcomes. In Psychology and Law, every course unit involves discussion and activities. For example, after covering jury selection and jury decision making, our class engages in a mock trial where the students serve as jurors.

Learning Research. I design my courses 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.

Application. A theme throughout my courses is teaching, discussing, and implementing the use of research outside of the academy. In my graduate seminars, students apply their knowledge by introducing new content to discuss in class and by writing a final capstone paper that covers the application of a cognitive topic. Students choose from a few paper formats, one of which is a science-informed "opinion piece" (i.e., op-ed). I have also implemented this assignment in Psychology and Law. Students submit their op-eds to news outlets. Several undergraduate students' papers have been published—a career highlight for me. These assignments demonstrate to students that they have built valuable knowledge and give them the self-efficacy to use it!

Research Mentorship. I have mentored seventy-six undergraduate students, most of whom remained in the lab for multiple years. My students have gone on to Ph.D. programs, law school, and to master's programs. They have gone on to work in research, mental health, and legal settings. Students gain experience with research, from research ethics to writing and disseminating research. I engage students in research and professional development training during lab meetings. Four Ph.D. student collaborators and twelve undergraduate student collaborators have presented at conferences and co-authored publications with me (their names are denoted + and * on my CV, respectively). Many of my students have received internal and external research awards to support their research (see list of awards on my CV).