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TEACHING PHILOSOPHY

At the core of my teaching practice is a belief that learning is a collaborative act of discovery. As a teacher, I serve as a co-inquirer and guide who opens up discussions through question and answer dialogue. My pedagogy is grounded in project-based learning, which I approach as a flexible, interdisciplinary method for learning new technical skills and cultivating deep intellectual engagement.

For nearly five years, I led cohorts of graduate students through data-driven investigations of major human rights violations. Working alongside them as they learned how to think critically, communicate effectively, and approach problems through multiple lenses deepened my commitment to teaching. With each new group, I found ways to involve them in projects that aligned with their interests, skill sets, and available technologies. Meeting weekly, I mentored them both as researchers and as emerging professionals. The research involved masters students in computer science and machine learning as well as undergraduate and doctoral students in history. To prepare the students to work effectively across disciplines, I provided background on the topics and technologies and filled in the gaps for students who came from diverse disciplinary backgrounds. For students coming from computer science fields, I worked with them to better understand the historical and cultural significance of our research projects through facilitating reading material and discussions in the format of the Socratic method. To better equip humanities students, I provided training and support for learning digital humanities techniques such as data visualization, geospatial analysis, digital archiving, and interactive storytelling on a variety of platforms.

Based on my experience working with students from a wide range of backgrounds and my experience as an interdisciplinary scholar, I design courses based on iterative cycles where basic ideas are introduced, discussed, and then put into practice. Each major theme is returned to, providing an opportunity for the students to realize their own growth and dive deeper into the work. This helps move students between analysis and action. In my course “Mapping Environmental Understandings” I worked with students to analyze cultural texts like oil prospecting maps, navigate data visualization tools, and to create their own speculative environmental maps. During the course, undergraduate students develop skills that extend beyond disciplinary content such as contextualization, iterative processing, ethical reasoning, and new ways of seeing and interacting with the world.

Using the syllabus as a living document, I adjust assignments and readings based on how the class responses to the foundational materials. Through integrating small and large group discussions into every class I can better gage classroom dynamics: Are students speaking up? Are they connecting ideas and stepping into the role of co-creators in our shared intellectual space? It is also important to me that students understand the expectations of the course and know I am available outside of class. I bring this commitment to all teaching modalities, whether in-person, online, hybrid, or field-based.