

## Teaching Statement

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My teaching philosophy is based on three main principles: first, to encourage critical thinking by helping students unpack their lived realities. Second, to equip students with the necessary methodological and philosophical tools to apply their learning outside the classroom, making theories more accessible. Third, to facilitate a collaborative learning environment in which students play an active role in the course and in which inclusion, equity, and accessibility are upheld.

I incorporate real-world case studies to help students connect abstract concepts to lived realities. For example, in my Social Inequality course, students analyze Michelle Alexander's *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. Working in groups, I ask students to reflect on how power, colonial history and race play a key role in criminalization. After walking students through this discussion, we continue online via the course webpage and discussion-post activities. In a critical reflection paper, students then build on these conversations, relating course concepts to current events in their communities. Using different media in teaching grounds abstract concepts in students' lived realities and encourages learning beyond the classroom.

I integrate hands-on empirical and methodological training in my courses. In my upper-year Race & Ethnicity course, students are given the option to collect their own public data to complete their final paper. To do this, I dedicate a class to teaching students how to find publicly available data and analyze it using the literature discussed in class. I ask the student, does this data help us expand on a concept or challenge the theory? For example, I helped a group of students in my Race & Ethnicity class who were interested in citizenship find data on historical and contemporary immigration rates through Statistics Canada, and another set of students who were interested in the topic of 'Power, Prisons, and the State' find data on incarceration rates from the Canadian Correctional Services Survey. Similarly, in Intermediate Qualitative Analysis, I guide students through a 30-minute participant observation exercise in which they sit in a public space (such as a café) and observe their surroundings to report back to the class. These exercises provide students with hands-on research experience that they can use across disciplines.

In my courses, I also use constructivist and dialogic pedagogy, in which students build knowledge through interaction and reflection. For example, I incorporate structured reflection questions into lectures to promote active engagement. In large lectures, I break students into groups and ask them to write down their answers to the question to share with the class. In small classes, I ask students to pair up and conduct the same exercise. I then ask students to share their reflections with the class, either building on the previous speaker's argument or stating whether they agree or disagree with their peers. This method ensures student participation and active listening, requiring students to think critically about their peers' thoughts and opinions and to be leaders in the classroom.

I bring a student-centered approach to my teaching, wherein students are prepared to ask important questions and articulate their learning. Students leave my class having mastered the skill of communicating their learning and ideas effectively and concisely, feeling confident in their ability to be leaders and knowledge producers.