

TEACHING STATEMENT

Teaching Civic Knowledge and Skills

Elizabeth A. Bennion

Indiana University South Bend

In this statement I articulate my beliefs about how students learn, the implications of these beliefs for my teaching practices, my major goals as a political science instructor, and the ways in which I disseminate what I have learned while continuing to develop my knowledge and skills in the areas of teaching and learning.

Section I: How Students Learn

I participated in two Teaching Circles at IU South Bend that have influenced my understanding of how students learn and, therefore, my classroom practices. Jose Antonio Bowen's book **"Teaching Naked"** and Ken Bain's book **"What the Best College Teachers Do"** have strengthened my commitment to active learning, moving from a focus on the memorization of empirical facts to a focus on original analysis, synthesis, evaluation, application, and creation of knowledge. In addition, these books – and the discussions they generated – have furthered my commitment to develop courses in which students' existing beliefs are challenged as they are confronted with multiple theories, perspectives, and world views.

Students (and teachers) have a difficult time learning things that contradict their current understanding of the world; most of us believe that new information we receive confirms our earlier beliefs, theories, interpretations, and arguments. Often we seek out information that confirms these beliefs, while overlooking or avoiding contradictory views and data. When confronted with information that seems contradictory to what we believe, we perform "all kinds of mental gymnastics to avoid confronting and revising fundamental underlying principles."¹ And yet, to learn and grow, we must confront competing theories and evidence. To teach effectively, and promote student learning, we must encourage our students to do so, too.

As Jose Antonio Bowen reminds us in his 2012 book, *Teaching Naked: How Moving Technology Out of Your College Classroom will Improve Student Learning*, there is extensive research into how young adults learn and how they develop as well as how we, as educators, can have a long-term impact on students' understandings of the world. The conceptual model of the brain as fixed has been replaced by new evidence that the architecture of the brain is flexible and is constantly shaped by experience.² If a neuron fires often, it grows and extends itself out toward other neurons, connects with them, sends signals back and forth through synapses. Synapses convert the isolated neurons into a network of neurons. The changes in the connections that make up these networks define learning.³ Two things cause networks to form: practice and emotion. When learners practice, the brain grows.⁴ Research suggests that lasting learning is motivated by emotion and solidified by practice.⁵ A lecture can motivate students and stimulate emotion, but it does not give them much practice at forming their own explanations and networks or much control over their progress.⁶

Bowen identifies a consistent theme in the existing literature: **learning requires more than just new facts; it is motivated by “forcing students to confront, analyze, and articulate compelling discrepancies that require change in what they believe.”**⁷ According, Ken Bain suggests that the best college teachers introduce facts “in a rich context of problems, issues and questions.”⁸ They understand that mental models change slowly because pre-existing beliefs are difficult to change.

Student motivation and preconceptions are important. If students learn new information for the purpose of a test, they quickly revert to their old ways of thinking.⁹ A metacognitive approach that combines factual knowledge with an emphasis on conceptual frameworks, applications, and student control over learning fosters deep and lasting learning.¹⁰ Students learn best through active learning that requires them to make discoveries and create meaning. Neuroscience suggests that the positive emotions in learning are generated in the parts of the brains that are used most heavily when students develop their own ideas. The frontal cortex and pleasure centers deep in the brain are stimulated by independent thinking, rather than by explanations.¹¹

The brain is not a blank slate waiting to be written upon or an empty bowl waiting to be filled. Contexts for learning include student apathy, existing beliefs (including religious and political beliefs), educational background, and psychological development.¹² To foster lasting learning, educators should “engage the whole brain: Instructors should provide experiences and assignments that engage all aspects of the cerebral cortex: sensory cortex (getting information), integrative cortex (making meaning of information), integrative cortex near the front (creating new ideas from these meanings), and motor cortex (acting on those ideas).”¹³

The aforementioned research informs my views on teaching and learning. First, I have come to believe that simply lecturing to students is less effective than active learning in developing high-order cognitive skills. Delivering context alone has virtually no effect on students’ beliefs about the world.¹⁴ As Bowen reminds us, students can memorize data that conflicts with their beliefs, but without active engagement with the new material, in the form of discussions, writing, debates, projects, and hands-on applications, they do not really consider the implications of the new content for their existing understandings, beliefs, and worldview.¹⁵

All of the research cited above is consistent with Bloom’s (1956) taxonomy of education objectives,¹⁶ and Krathwohl’s (2001) revision of the taxonomy into the form most widely used today.¹⁷ By classifying cognitive skills into six levels of increasing complexity, I am reminded that my goal is not simply to test students on their ability to remember, retrieve, recognize, or recall relevant facts, but, rather, to produce students who understand key concepts, apply knowledge to solve new problems, analyze data, structures, or situations, evaluate programs, policies, and practices, and create new knowledge: generating new ideas, planning new programs, or producing new organizations that reflect their working knowledge and beliefs about politics, public policy, and the public good.

As a college teacher, I attempt to challenge students in a supportive environment where failure is tolerated. I provide opportunities for active learning and let student know that I want them to succeed.¹⁸ My instructional goals in every class reflect my understanding of student learning. I offer students an environment, assignments, and activities that encourage active learning and critical thinking by challenging students to examine their existing beliefs by requiring them to analyze and evaluate competing theories, views, and policy proposals.

Section II: Instructional Goals

As a political science instructor, my goals are to:

- a) encourage students to develop informed political opinions
- b) build citizenship skills and encourage informed political activity
- c) provide a framework for future study in political science
- d) sharpen students' critical thinking and oral communication skills

All of these goals fit within my broader teaching philosophy which is one that celebrates active learning, critical thinking, and the development of skills that students can use in their lives beyond college. A college education should prepare students to think in a logical and systematic way about the world in which they live. It is my goal to prepare students to be critical consumers of information, able to ask important questions, find and evaluate competing solutions, and articulate their own opinions and viewpoints in a respectful and compelling manner. I believe that students learn best when they are required to take an active role in their own education. This requires a diverse set of assignments that require students to listen, look, talk, write, and act, both inside and outside of the classroom.

I incorporate this general teaching philosophy and my four specific goals into my instructional plan for every course as described in the following paragraphs:

Encouraging Informed Opinions

The American public demonstrates very low levels of political knowledge, interest, and efficacy. This makes teaching political science courses challenging. To encourage students to develop an informed opinion about the political system in which they live, I select reading materials that emphasize student involvement in politics. I select class readings, discussion topics, assignments, and current event updates that I believe will make politics interesting to students by demonstrating that their interests are at stake.

In addition to selecting class materials that encourage students to think about their own political interests, I give students weekly reading quizzes or weekly homework assignments to reinforce the basic concepts covered in the texts. This allows me to check students' progress and to conduct interactive homework reviews and discussion sessions that presume student knowledge of key principles and concepts. This interactive teaching style allows me to push

students further each class session-by forcing them to articulate what they have learned and what they believe. Requiring students to get “facts” and read competing arguments outside of the classroom frees up class time for guided discussions and activities that move students beyond the “facts” toward analysis, evaluation, application, and creation of ideas. Most sessions in all of my classes use instructor-facilitated discussion and group work rather than formal lectures. This format is designed to allow students to learn about themselves and their peers and to create a comfortable environment where students can develop and exchange opinions and ideas. Students are engaged in active learning, continually testing their own knowledge and beliefs in class.¹⁹

Finally, I incorporate assignments that encourage students to take a position on controversial issues and to form their own judgments about the American political system. For example, in my political controversies course, students are required to write argumentative papers articulating their own position on current policy debates (e.g. gun control, capital punishment, torture). In addition, they are required to participate in formal class debates – defending their position in class or engaging in role play, representing an assigned author who does not share their own position on a controversial issue.²⁰ In all cases, students must demonstrate a clear understanding of multiple perspectives and back up their arguments with facts from course materials and outside resources. Class discussion and writing assignments require students to support their claims with evidence. As students confront competing theories in the assigned reading, they are forced to think about which frameworks are most useful in understanding the political world as well as which fit most neatly with their own worldview. Throughout the semester, students begin to understand why people disagree on critical policy debates, and to develop their own (informed) opinions about the world in which they live.

Building Citizenship Skills

Throughout each course I stress the link between knowledge and democratic citizenship. By developing student knowledge and evaluations of politics, I hope to lay a foundation of knowledge and interest upon which future political activity may be based. In addition, I create opportunities for students to participate in political activities outside of the classroom. I have organized, hosted, and endorsed a wide variety of politically-relevant movies, lectures, debates, and public forums on campus. Students who write about their experiences can earn a 1% bonus toward their final course grade.²¹ Sometimes, I host “open” class sessions in which the entire class is moved to a larger venue. Speakers are invited to share information and lead public discussions and Michiana residents are invited to join us for these open forums. Activities have included Q&A sessions with political candidates (e.g. a Green Party presidential candidate visit in 2012) and issue forums (e.g. a forum on gun control in 2013). In addition, students are encouraged, and sometimes, required to attend specific after-hour events.²² Students have even been *interviewed by* local media about their reactions to televised candidate debates and speeches that we have watched together on campus. This emphasizes the importance of political knowledge and engagement for students, and makes them realize that their opinions are valued.

Students in my classes are not merely *observers* of politics. Students in my civic engagement workshop²³ were required to get engaged in local or campus politics to solve a problem that directly affected them. Groups were required to define the problem, identify who had the power to solve the problem, build coalitions to increase the number of people attacking the problem, and take steps to solve the problem. For example, one student group focused on “accountability for animal abusers.” After considering a variety of ways in which they might take proactive steps to cut down on instances of animal abuse in local counties, they lobbied local sheriff and prosecutor candidates providing information about the link between animal abuse and domestic violence, attending candidate debates and asking questions about officer training and prosecution records, and, ultimately, following through with the newly elected officials, providing them with all the information they would need to conduct special training sessions, including contact information for groups that had already agreed to conduct and fund the training. Based on their anonymous course evaluations, it seems that students recognized the value of this hands-on approach to learning.²⁴

Similarly, students in my feminism course participated in an Equal Pay Day Rally on the steps of the St. Joseph County Courthouse, joining with other local citizens to protest the persistent gender gap in full time wages – even after controlling for education level, field, and years of experience. Students conducted research on the topic, wrote letters to public officials, and dressed in red to demonstrate their support for pay equity. Students seemed to appreciate the opportunity to participate in contemporary civic activism after attending a public lecture and watching two films depicting the civic activism of women’s rights pioneers including Susan B. Anthony, who was arrested for casting a vote, Elizabeth Cady Stanton who presided over the first women’s rights convention, Carrie Chapman Catt, president of the American Woman Suffrage Association, and Alice Paul, founder of the National Women’s Party who led the first-ever picket of the White House to protest the fact that women were denied the right to vote. “Witnessing” the beating, jailing, force-feeding of their foremothers gave students a greater understanding of the need for civic activism.²⁵

Field experiences, including internships, are another way to involve students in politics. Students are able to extend their learning environment outside of the classroom and into the community. In elections years, I encourage students to get involved in partisan campaign efforts and to write about their experiences for extra credit, or to set up an internship (with or without college credit), to enhance their skills, political involvement, political networks, and resumes. In some cases (e.g. Fall 2008), I have even required students in my elections courses to go door-to-door mobilizing voters and studying citizen attitudes toward voting. In non-election years, or for those more interested in government work than campaign work, I encourage students to volunteer or intern for local elected officials. I have supervised students’ internships with the Indiana state legislature, the mayor’s office, the prosecutor’s office, and at district offices for local congressional representatives.²⁶ While most students will not become politicians or political activists, increasing numbers of my students have expressed an interest in these career options, or careers in public service,²⁷ and all can benefit from the skills and knowledge required to act on their own behalf and on behalf of others.

Developing a Framework for Future Study in Political Science

As an assistant professor, I taught two sections of our department's introductory American politics course almost every semester. The POLS Y103 course provided me with an opportunity to introduce many students to the field of political science. I discussed key terms and concepts within the field of American politics as well as the latest research findings regarding the empirical reality of politics today. As an associate professor, I have moved away from teaching the American politics survey course (after a new junior faculty member joined the department and requested that course). In place of the survey course, I have developed skills-based courses (e.g. a critical thinking course and a civic leadership course). These new courses fit well with my primary goal – to help students develop skills they can use in their lives beyond college. While developing civic skills and habits of mind, however, I also seek to prepare them for future academic study. In each class, I require students to complete homework assignments every week that test their understanding of key concepts and facts established through previous research. In class we discuss *how* political scientists, and other scholars, study political phenomena – how they discovered the information or reached the conclusions tested on the pre-class homework assignments. I discuss a wide variety of theoretical frameworks as well as a number of different research methods in all of my classes. I never allow students to assume that knowledge is fixed or given. We are always asking who made each discovery, what evidence is used to support each claim, and what methods we might use to answer unanswered questions that we uncover in the midst of our reading, discussion, and debate.²⁸ Such discussions prepare students for future research in the discipline, but also to be critical thinkers throughout their lives.

I also work with students to develop guidelines for becoming a critical consumer of public opinion polls. People in the United States are bombarded by both representative and unrepresentative opinion polls in their daily lives. This topic is addressed, in some form, in every class I teach due to the ubiquitous nature of public opinion polling – and the high frequency of misleading headlines reporting poll results.²⁹ Whether interpreting poll results in everyday life or pursuing further study in the discipline, a basic understanding of the dynamics of public opinion and public opinion poll methodology is necessary.³⁰

Understanding that students have different strengths, I try to incorporate a variety of activities and assignments into every syllabus so that all students are challenged and all can succeed. Students are able to read the textbook, hear the mini-lecture or discussion prompts, see graphs, quotations, photos, and video clips that illustrate key concepts, and conduct Internet and library research, in each course. In addition, students are encouraged to both talk and write about what they have learned, often explicitly discussing how the concepts discussed in class affect their own lives.³¹ My in-class exams include a combination of multiple-choice questions, short essay questions, and long essay questions. In addition, I assign take-home essays, reaction papers, oral presentations, and research papers. By using a wide range of evaluation techniques, I allow students to showcase their strengths while developing new skills.

Sharpening Critical Thinking and Oral Communication Skills

In order to develop skills that students can use as workers and engaged citizens, I employ teaching techniques and assignments aimed at strengthening students' critical thinking, writing, and oral communication skills. In keeping with the theory that learning requires both practice and emotion, I provide students with frequent opportunities to practice talking about controversial issues and policies that elicit strong emotional responses and/or affect their everyday lives.³² I select reading materials to reflect a variety of theoretical frameworks and ideological views. In-class discussions, debates, group reports, and student presentations allow students to practice their oral communication skills. Both my 200 and 300 level courses require a great deal of verbal participation in class. Students are encouraged as groups and as individuals to share their thoughts with the class throughout the semester and receive a participation grade for every class session. Students in the F-Word class discuss their reactions to the reading material in class, along with their thoughts about how specific theories and lessons apply to their own lives.³³ Students in the civic leadership course discuss issues and problems throughout the semester and present their project goals and action plans to the class in formal oral presentations.³⁴ Students in my Politically Speaking seminar discuss their reflections on past episodes, suggestions for future episodes, and views on a wide range of policy issues as a way of preparing for each week's live TV program.³⁵ Student debates in the classroom generate many of the questions I pose to political activists and policymakers who appear on the show. In fact, the Spring 2013 students did such a good job discussing multiple viewpoints that they were featured on a special episode entitled "Student Views on Politics."³⁶

Giving students a comfortable environment in which to practice enables them to develop their critical thinking and oral communication skills. This is something I try to do in both large and small group sessions almost every class period. Such in-class discussions and debates help students develop their oral communication and critical thinking skills while allowing them to form (and articulate) their own political viewpoints. As students' course evaluations indicate, a free exchange of ideas in the classroom greatly enhances student enjoyment and learning during class. Through practice, students develop analytic and communication skills that they can use in virtually any setting. These opportunities to engage in informed political debate about key political controversies also are designed to develop students' interest in politics and to build the foundation for future involvement in the political system.

Section III: Teaching Everywhere

As an educator, I seek opportunities to teach beyond the classroom, to share what I have learned about teaching others, and to learn from other educators.

Sometimes **teaching is a form of community service**. Public presentation for IU Camp Brosius, Lunch with the League, the Chamber of Commerce, the League of Women Voters, the YWCA, and other groups provide me with an opportunity to teach people something new.³⁷ My presentations are often multi-media; they provide opportunities for those who attend to see

photos or videos that illustrate key points while striking an emotional chord. I incorporate discussion and Q&A to promote active learning, even in these limited settings. In some cases, I also provide worksheets to encourage participants to practice applying what they have learned.³⁸ Teaching beyond the classroom is a way to share knowledge with the broader community.

Sometimes **teaching is a form of service to the campus.** My campus speaking engagements, guest lectures in colleagues' classrooms, and participation in UCET workshops provide opportunities to help other educators on campus gain ideas and insights that they can apply in their own classes.³⁹ Similarly, the teaching I do as an academic advisor and club advisor provide service to the students and to the campus, while furthering my goals as an educator.⁴⁰ Supervising independent studies and academic internships is yet another way I teach outside the traditional classroom.⁴¹

Sometimes **teaching is a form of service to the profession.** My traditional (voting behavior) research presentations teach other scholars conducting similar research what I have discovered.⁴² My teaching-related conference presentations teach other instructors offering similar classes what I have learned through experience, or through the scholarship of teaching and learning.⁴³ Similarly, my service as a panel chair, panel discussant, track discussant, and discussion facilitator at numerous teaching and learning conferences is a way to share what I have learned and to learn from others – with a goal of improving our individual and collective skills as educators. My work organizing teaching and learning panels, poster sessions, and roundtables for the Midwest Political Science Association and the American Political Science Association demonstrates my commitment to the belief that we must discuss our teaching with our peers if we are to improve as individual instructors and as a discipline.⁴⁴ While constructing a conference program is an administrative task, in many ways it is like creating a course syllabus. As the organizer, I was thinking about the learning objectives for participants – how to maximize learning outcomes relevant to their own success as college teachers.

Sometimes **teaching is a form of scholarship and publication.** One way to “teach” other teachers about teaching is to publish and disseminate the results of classroom experiments, SoTL research projects, working group discussions, and other projects that expand our understanding of the most effective way to promote student learning and engagement. My co-authored APSA Teaching & Learning Conference track summaries, my essays in the *Political Science Educator*, and my co-edited book *Teaching Civic Engagement: From Student to Engaged Citizen* are all ways that I have combined personal experience with literature reviews and original research to publish work designed to benefit other college teachers and their students. My *American Democracy Now* textbook chapter on civil liberties and my *Handbook of 21st Century Political Science* chapter on experiments in political science, and my forthcoming chapters on experiential learning and facilitating difficult discussions are other ways I have combined teaching and scholarship, publishing work designed to be used in the college classroom.⁴⁵

The point is simple. As a college professor, teaching touches all aspect of my professional life. My service to students, the campus, the community, and the profession all take the form of teaching beyond the classroom. As an educator, I teach as often and in as many places as possible. Being a teacher isn't just something I do; it's who I am.

Section IV: Professional Development

My colleagues at Indiana University have recognized my commitment to teaching excellence through my election to the **Faculty Colloquium on Excellence in Teaching (FACET)** in 2004 and through conferral of the **Trustees' Teaching Award** in 2003, 2004, 2005, 2006, 2008, 2009, and 2012. Despite these awards, I recognize that I have much to learn. The best college teachers are lifelong learners who continually work to enhance their understanding of their discipline and of how students learn. My goal as a college teacher is to maximize student's learning experiences in each and every course I teach, fostering long-term learning (and habits of mind) that students can use in their post-college lives as productive and active members of their communities. In order to continue my development as a teacher, I have joined several teaching and learning communities. My integration into a larger community of teacher-scholars is facilitated by: my work on the (campus-wide) advisory board of the University Center for Excellence in Teaching (UCET), my participation in UCET workshops and teaching circles, my participation in the (all IU) Faculty Colloquium for Excellence in Teaching (FACET), my appointment to the editorial board of the *Journal of Political Science Education* and my appointment as Program Chair for both the Midwest Political Science Association's Teaching & Learning Section and the American Political Science Association's Political Science Education Section. My annual participation in the APSA Teaching and Learning Conference, (a conference that utilizes a working group track model to facilitate vigorous, sustained discussion and learning), has been particularly useful in meeting other political scientists who share my commitment to civic education and engagement.

As a member of FACET, I meet with colleagues throughout the Indiana University system to share and develop new teaching ideas. Through this colloquium, I have been able to present and enhance my work fostering civic engagement.⁴⁶ As a member of the UCET Advisory Board, I work with others on the South Bend campus to provide useful resources for teachers across the curriculum. I enjoy presenting and attending UCET workshops and discussion groups in order to continue the tradition of excellent teaching on the IU South Bend campus.⁴⁷ As an active member of APSA's Political Science Education Section, I work to ensure that the nation's largest professional association for political scientists promotes, supports, and rewards outstanding teaching at the undergraduate level. The section also provides an opportunity to discuss teaching experiences and ideas with colleagues from other institutions at national and regional panels and business meetings, and at the annual APSA Teaching and Learning Conference (instituted at the recommendation of the section). I have participated in annual three-day working groups (sometimes as moderator) for the Community-Based Learning Track, Program Assessment Track, and multiple Civic Engagement tracks. In each case, I learned what others were doing in their classrooms and communities, discussed ways to share best practices

and better assess the effectiveness of our teaching, and shared ideas with other track members dedicated to the advancement of service learning, experiential learning, and community-based research. My participation in national American Democracy Project meetings and in Indiana Campus Compact's Advisory Board meetings, Civic Engagement Summit, and Regional Networking Meetings have provided additional opportunities to discuss both curricular and extra-curricular approaches to civic education.⁴⁸

All of my work with teacher-scholars on our campus and nationally has helped me to develop my own skills as a teacher and to further my goals to foster informed opinions, critical thinking, and active citizenship among the students I teach. I share the goal of the American Democracy Project at IU South Bend: to educate citizens capable of making a positive difference in their communities, nation, and world.

¹ Bain 2004, 23.

² Zull 2004, as cited in Bowen 2012, 76.

³ Zull 2004, 68, as cited in Bowen 2012, 76.

⁴ Dragnski et al. 2004, as cited in Bowen 2012, 77.

⁵ Damasio 1994, as cited in Bowen 2012, 78.

⁶ Bowen, 78.

⁷ Ibid., 80.

⁸ Bain 2004, 29.

⁹ Bransford & Brown, 2000, as cited in Bowen 2012.

¹⁰ Ibid.

¹¹ Zull 2004, as cited in Bowen 2012.

¹² Bowen 2012, 89.

¹³ Zull 2004, 71, as cited in Bowen 2012.

¹⁴ Bowen 2012.

¹⁵ Ibid, 92.

¹⁶ Bloom, 1956.

¹⁷ Krathwohl, 2002, 212 – 218.

¹⁸ Both existing research and my own students' course evaluations indicate the importance of letting students know that we, as teachers, want them to succeed. One recent POLS Y20 student states, "Professor Bennion is a

good professor, wants her students to learn and excel in all facets of their education, not just political science-wise." Another added, "The time and preparation that Ms. Bennion has obviously put into her course would lead me to recommend her to others. She actually cares about her students understanding the material as well as retaining it and applying it which is evident in her resources and general helpful attitude inside and outside of the class."

¹⁹ Student evaluations demonstrate students' appreciation for this approach to teaching and learning.

²⁰ See the POLS Y201 Sample Course Materials for examples of a structured debate on the death penalty and a structured role play on the topic of torture as an interrogation technique.

²¹ Students may earn a maximum of three percentage points of "grade insurance" per course.

²² For example, students in my Fall 2012 elections course were required to attend several events in the American Democracy Project's Election 2008 Event Series which included both live and televised candidate debates.

²³ The full title for the civic leadership course is POLS Y200: Get Engaged: A Hands-On Approach to Civic Leadership.

²⁴ In response to a POLS Y200 course evaluation question about any "positive and important parts of your learning experience," one recent student responded, "The hands-on aspect was the best had me engaged the whole semester." Another stated, "Applied, 'real life' learning. The ability to work on something I am passionate about. This course allowed me to build confidence in my ability not only as a student but as a concerned citizen who is seeking a change in my community." And yet another stated: "It was a necessary 'kick-in-the-butt' for poly (sic.) sci students. . . . [The course] really gave us the tools and the passion to continue being involved in our community and to support organizations in our community."

²⁵ Students' appreciation of the films and out-of-class activities was reflected in their comments on the anonymous course evaluation. In response to a question asking whether the student would recommend the instructor to friends, one student replied: "'Professor Bennion is wonderful in every way, she knows how to be a great professor, she knows how to teach, she visually teaches you how to remember and truly learn instead of always just reading and testing her students, she engaged us in activities, and has events that help us become more knowledgeable. She knew how to keep up with her assignments and I truly felt that I learned more in this class than any other class this semester.'" Reflecting a sentiment shared by many in the course, another student added: "This course got me more involved in politics and what is going on currently in the world."

²⁶ For a description of recent internships I have supervised, see the Courses Taught section of my dossier.

²⁷ I have also supervised student internships with social service agencies (e.g. the YWCA).

²⁸ See the Peer Review of Teaching section of my dossier for a letter by my colleague Bruce McDonald who explains how I helped his students understand the research process, including how to move from question to research design.

²⁹ A sample handout summarizing common problems with question wording is provided in the Sample Course Materials section of my dossier.

³⁰ Important topics addressed in my courses include the difference between a sample and a population, the importance of a representative sample, the problems of question wording, and the distinction between surface-level opinions, underlying attitudes, and core values.

³¹ See the Sample Teaching Materials section of the dossier for examples of the different types of activities and assignments students are required to complete to develop and assess their ability to: (1) accurately identify or

describe key concepts, (2) analyze competing arguments, and (3) connect what they are learning to their own beliefs, values, and life experiences.

³² For example, the topics of the death penalty and gun control discussed in my POLS Y200 course elicit strong emotional responses. For students affected by heinous crime or gun violence, or those who hold carry permits, these debates also affect their daily lives. Questions about whether men should pay for dates or whether there should be transgender bathrooms on campus, topics discussed in my POLS Y380 (debates about feminism) class, similarly elicit emotional reactions and affect students' everyday lives.

³³ See the Sample Course Materials section of the dossier for a list of assignments designed to prompt student discussion and debate.

³⁴ See the Sample Course Materials section of the dossier for a list of course requirements and assignments for the POLS Y200 civic leadership course.

³⁵ See Sample Course Materials for more details about this unique seminar-style course.

³⁶ To view the Politically Speaking episode featuring my IU South Bend students go to <http://www.wnit.org/politicallyspeaking>.

³⁷ A complete list of off-campus presentations is included in my CV and in the Service to the Community section of the dossier.

³⁸ See, for example, the "Campers Guide to Logic" handout included in the Teaching Presentations (Teaching Beyond My Own Classroom) section of the dossier (Volume 1, Tab 14).

³⁹ A complete list of campus presentations is included in my CV and in the Service to the University section of the dossier.

⁴⁰ See my Service Statement for a discussion of my advising activities.

⁴¹ See the Courses Taught section of my dossier for a list of independent studies I have supervised.

⁴² See the Research Presentations section of my dossier for a list of research presentations.

⁴³ See the Presentations about Teaching section of my dossier for a list of teaching-related conference presentations.

⁴⁴ See the Teaching-Related Service section of my dossier for a list of relevant service to the profession.

⁴⁵ See the Publications about Teaching section of my dossier for a complete list of publications related to teaching.

⁴⁶ See the Presentations about Teaching section of my dossier for a complete list of presentations related to teaching.

⁴⁷ See the Professional Development section of my dossier for a completed list of UCET workshops I have attended.

⁴⁸ See the Professional Development section of my dossier for a completed list of teaching panels and conferences I have attended to strengthen my knowledge and skills in the classroom.

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