

Teaching Award 2020

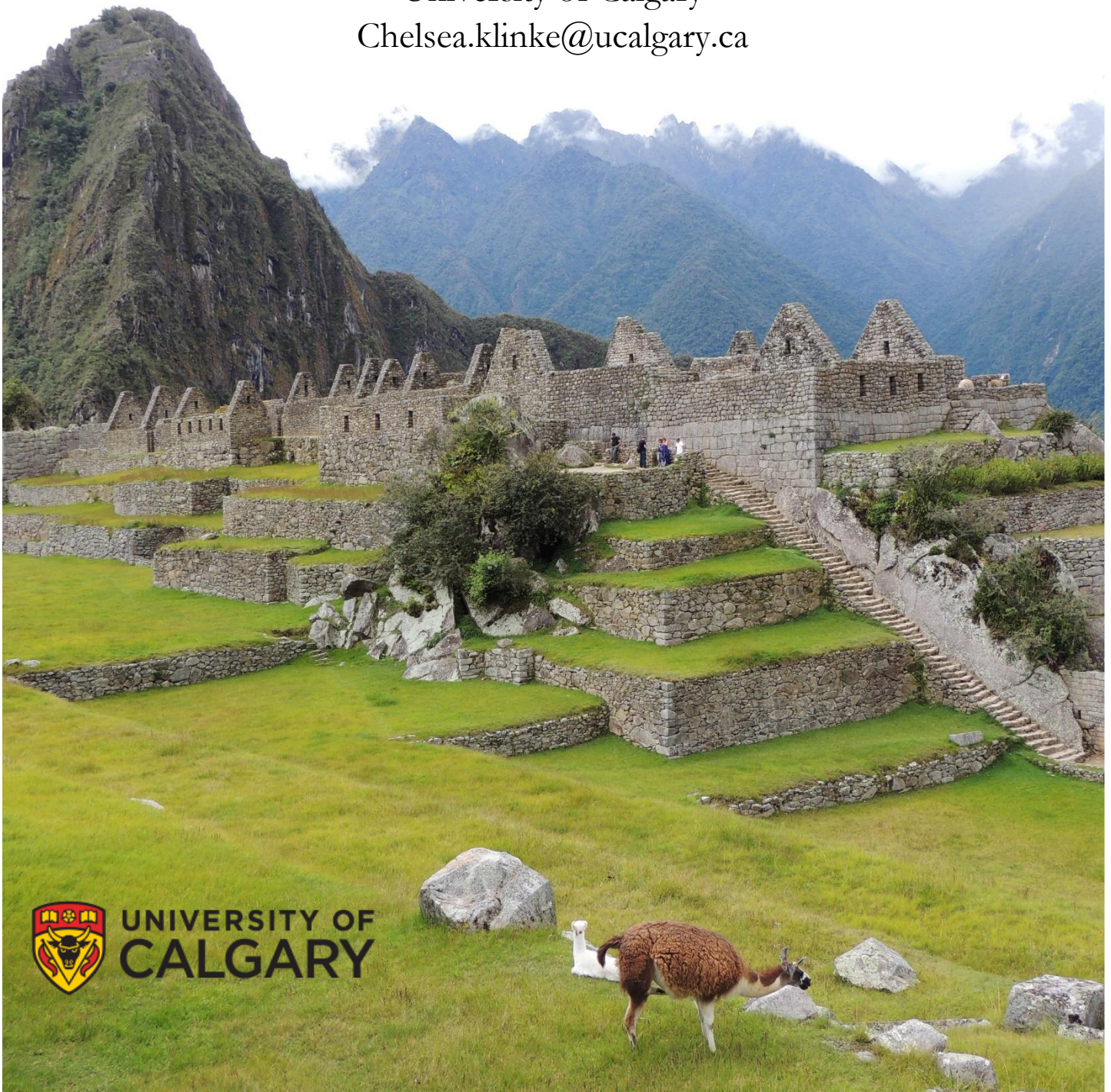
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“Chelsea is such a wonderful and exceptional teacher. She jumps right in and pushes you but is able to do this without making me feel overwhelmed. Her teaching method is **exceptional**.”

Student Feedback (Graduate Student Spanish Class, Fall 2019)

Teaching Responsibilities

Course Code & Title	Years Taught	Enrolment
<i>University of Calgary (UC)</i>		
Spanish Class for Graduate Students	2019- Present	20
<ul style="list-style-type: none"> Non-credit course initiated, designed & led by me 		
Arctic in the Classroom, Arctic Institute of North America	2020	20-100
<ul style="list-style-type: none"> Co-Facilitator in Calgary Elementary Schools 		
ANTH203: Introduction to Social and Cultural Anthropology	2020	400
<ul style="list-style-type: none"> [Sole] Graduate Student Teaching Assistant 		
DEST201: Introduction to Development Studies	2019	129
<ul style="list-style-type: none"> [Sole] Graduate Student Teaching Assistant 		
<i>Professional Teaching Positions</i>		
High School Spanish Teacher (9-12), Massachusetts, USA	2018-2019	100
Special Education Spanish Teacher (K-12), Delaware, USA	2017-2018	40
Peace Corps Environmental Health & English Educator	2015-2017	60
<i>University of Delaware (UD)</i>		
ANTH101: Introduction to Cultural Anthropology	2014	300
<ul style="list-style-type: none"> [Sole] Undergraduate Student Teaching Assistant 		

Teaching Philosophy

The interwoven passions I hold for anthropology and education are rooted in expeditionary and experiential learning engaged with cultural diversity and community-based approaches. **Five key elements** I learned from the following fundamental experiences now scaffold my daily practice of teaching and learning. While volunteering in Kenya, Tanzania and Nigeria, a **passion and creativity** was sparked for practicing a sustainable development model centralizing community needs and beliefs. As a ‘Willing Worker on Organic Farms’, I cultivated **respect and responsibility** while learning how to shear sheep in Scotland, thin bamboo in Belize, rehabilitate animals in Costa Rica, and maintain a horticultural smallholding in Tortola. During my undergraduate research in Peru, our interdisciplinary team emphasized **engagement and collaboration** with one another and our local counterparts. In China, I truly learned the value of **support and encouragement** during long days constructing baked-brick homes with Habitat for Humanity. Finally, during my Peace Corps service in Panamá I utilized **feedback and reflexivity** to improve approaches and ensure the sustainability of grassroots initiatives. Each time I returned home, I would disseminate the knowledge learned to foster cultural relativism and deconstruct ethnocentric barriers inside and outside of the classroom. I also felt an internal obligation to cultivate accessible modalities of learning to fill gaps in academic institutions.



Upon starting my Graduate degree at the University of Calgary, I soon discovered that many of my peers urgently needed to learn Spanish for their research, but could not find sufficient learning platforms to achieve this goal. As a bilingual English-Spanish speaker researching in Latin America (*see cover photo*), I immediately felt the call to action to support my academic colleagues in this endeavor. The result was a weekly Spanish class, free and open to graduate students of all disciplines interested in learning Spanish. Grounded in a learner-centered pedagogy of teaching, I tailor each week's lesson to the needs of my participants. As students enter with a spectrum of background knowledge in Spanish, lessons are scaffolded to efficiently and effectively differentiate instruction as needed. Driven by students across disciplines, research foci and locations, this initiative fills a gap and support students' success in their research. Not only are graduate students acquiring speaking, listening, writing, and reading skills in Spanish, but are learning diverse cultural customs and fostering community. Within my roles as a Graduate student Spanish instructor and full-time Graduate Teaching Assistant, I consistently emphasize the five key elemental pairs that ground my teaching philosophy: passion & creativity, respect & responsibility, engagement & collaboration, support & encouragement, and feedback & reflexivity. As illustrated in my diagram (inspired by the teaching framework of Kenny et al. (2018) *Teaching Philosophies and Teaching Dossiers Guide*. Calgary, AB: Taylor Institute for Teaching and Learning), these approaches are intertwined, continuously feeding into one another as they intersect with and navigate the world in which we live. They have shaped the core of my pedagogy, as I pursue a career in anthropology professorship seeking to enrich the quality and breadth of learning.

“I appreciated your obvious care and love for your students. The classroom you’ve created is warm, supportive, and accepting. I was very inspired as a future Spanish teacher that your class was engaged and liked being in your class.” *Peer Feedback (Spanish Class, Spring 2019).*

Passion & Creativity: I believe that central to establishing a healthy, productive learning environment is passion for the material and creativity in its delivery and assessment. From the initial class until the last exam, demonstrating a genuine interest in teaching will motivate students to be active listeners, engage in the content, and apply it in their own fields of study.

Respect & Responsibility: I believe it is of vital importance to have an equal exchange of respect between students and professors. Establishing a respectful learning environment will lead to deeper discussions and opportunities for growth. In fostering respect, both students and instructors should responsibly come to class prepared to engage in the material, ask questions, and critically analyze concepts.

Engagement & Collaboration: I believe that promoting student engagement and collaboration will create deep and lasting learning experiences, develop intellectual curiosity, and establish peer networks. As there is a diverse body of knowledge within every learning environment, students can share theoretical and methodological frameworks from their own disciplines and backgrounds with one another.

Support & Encouragement: Two values that form the foundation of my teaching philosophy are support and encouragement. I believe that connecting with students helps them gain confidence in their roles as independent learners. Learner-centered classrooms value students' unique positionalities, and harness techniques of differentiation to motivate, challenge, and inspire self-reflexivity.

Feedback & Reflexivity: Continuous feedback and reflection are not only valuable for instructors to improve teaching techniques, but for students to develop self-reflexivity in their own learning processes. I believe that critical thinking and independent learning abilities are developed through interaction and feedback. When students receive constructive feedback that is timely, specific, supportive, relevant, informative, accurate and understandable, they can better improve on their skills and overall learning.

“You brought a new culture + vibe to Rm117, one that **celebrates learning**, culture, and language. It’s a safe space, loving space, and the work is fun, relevant, and connects with their lives.” *Teacher Peer Feedback (Spanish Class, Spring 2019)*

“You are so friendly and so approachable and **truly care** about the students, and it has really benefited us in progressing through this course.” *Student Email (DEST201, Dec. 9th 2019)*

“Thank you for your guest lecture last class. I am in my 4th year and have never had a whole class dedicated to what type of **hands on** work we can do with our degrees.”
Student Email (DEST201, Oct. 30th 2019)

“Thank you for being such a wonderful TA! You were **beyond supportive** and so prompt with emails, I cannot put into words how much I appreciate that!”
Student Email (DEST201, Dec. 13th 2019)

“Thank you so much for your assistance and the prompt response. The review worksheet is **exhaustive, fantastic work**. I appreciate all your effort.” *GTA Professor Email (DEST201, Oct. 3rd Fall 2019)*

Teaching Strategies and Materials

Passion & Creativity: To support my pedagogical philosophy, I first and foremost demonstrate a passion for the subject I am teaching. As an instructor, I am very animated, lively and use fluctuating rhythmic tones to mitigate classroom dozing and distraction. My passion for anthropology is highlighted when I give presentations with personal anecdotes. For my guest lectures on Anthropological Methods (ANTH203, Winter2020) and International Development (DEST201, Fall 2019), I incorporated photos and videos from my experiences while prompting students to connect concepts from class with what they were seeing and hearing. As I recognize students retain information better from different platforms, I utilize a multi-media approach: scaffolding lessons with audio, visuals, writing prompts, and readings. In fostering my creativity as

“I was delighted to spend some time observing Chelsea’s classroom and appreciated the calming atmosphere and noticed an array of **flexible seating** available to students (hammock, office chair, furniture cubes). Students were engaged with a **hands-on** creative activity as well as other options in the learning environment.” *Classroom Visitor Feedback (Spring 2018)*

an educator, I create the majority of my classroom resources, including formative and summative assessments, activating strategies, and curriculums (see Appendix A). As a Spanish teacher, I move beyond the traditional textbook, integrating SmartBoard technology among other online platforms to stimulate student interest. Students successfully recall concepts and engage in discussions while interacting with Menti, Kahoot, TopHat, Jeopardy, and Duolingo. Films and short YouTube clips compliment lecture notes to keep lessons dynamic and relevant. To encourage student-led learning, I assign group projects to produce new videos and online games from course content, and use them in future classes with consent from all participants involved. Experiential learning opportunities are also integrated into ‘traditional’ learning environments. Finally, when working with a smaller class size, I utilize flexible seating arrangements to promote choice and reduce sedentarism.

Respect & Responsibility: On the first day of class, I make a point to shake hands with every student and ask their name, year of study, and major. From there on in, I arrive to each class 30 minutes early and greet students at the door as they enter. Doing so establishes a welcoming atmosphere where students know they are genuinely respected by the instructor. It also allows for me to make a 1:1 check-in and clarify any questions they may be nervous to ask aloud during class. Also established on the first day are Class Expectations/Norms, which we make together using positive language. For instance, instead of saying “No cell phones!” we say “Be an attentive and engaged student”. An important expectation that is addressed is the protocol for discussing controversial issues. As I encourage students from all backgrounds to share their thoughts, I emphasize how healthy debates can lead to intellectual growth and I moderate such discussions. To hold everyone accountable for these expectations, we consistently reinforce them throughout the semester. As the instructor or TA, I set an example by attending every class, stowing my own electronics, taking notes, and engaging in discussions. Two more strategies I utilize to reinforce a respectful and responsible classroom are deadlines and Cold-Calling. When a deadline is set, I remind students ample times as it approaches, and hold students accountable to deadlines unless there is an extenuating circumstance that can be supported by documentation. Cold-Calling is a tool that promotes active listening, preparedness, participation and overall responsibility.

“I’ve never had a TA that’s as **attentive** as her. She is always there in the morning to greet us and catch up on how we are doing both academically and personally.” *Formal evaluation conducted by the department (DEST201, Fall 2019).*

“You extraordinarily connected with us by educating us in a creative and engaging fashion. You exhibited your communication and **interpersonal skills** perfectly which was evident in your relationships with the entire class.” *Student Feedback (Graduate Student Spanish Class, Fall 2019)*

Engagement & Collaboration: There are a number of strategies I utilize to support student engagement and collaboration. As a proponent of learner-centered, student-led classrooms, group discussions and projects are tools I use often. These can be in the form of Think-Pair-Shares, peer reviews and peer grading, group study cohorts, and interactive activities. For instance, in my Graduate Student Spanish Class (Fall 2019) students were assigned group skits to practice ordering at a restaurant, which we did the following week on a ‘fieldtrip’. The culminating activity for our food unit was a classroom cook-off, where students were given instructions in Spanish how to make tortillas

and guacamole from scratch. While learning the dances of Latin America, groups had to research a particular dance and lead the class in an accurate choreographed rendition. Finally, after facilitating a lesson on famous Spanish and Latino/a painters, groups make their own interpretation of their chosen painting, describing the colors and emotions evoked in Spanish. To continue these efforts of experiential learning, I have applied for a Graduate Student Association Quality Money Grant for the Winter 2020 term. As the TA for DEST201 (Fall 2019), I piloted a Poverty and Law Module, where 18 students voluntarily completed a module with discussion questions and earned a certificate. Knowledge acquired from this supporting exercise bolstered student participation during visiting guest speakers working in development initiatives. Other resources I spearheaded for students in DEST201 were midterm and final exam worksheets (see Appendix B). These included a list of key terms that they had to define and provide examples, and practice questions similar to test formats. **95%** of students directly accessed or downloaded the midterm worksheet from D2L, while 81% utilized the final worksheet. After I led thorough review sessions prior to the exams, I posted my completed version of the worksheets as a reference. Another way I directly engage with my students is through punctual and open communication, via email, phone, Office Hours and coffee chats. Over the course of the Fall 2019 semester, I logged **12 hours** sending **177 emails** answering student inquiries, setting up appointments, etc. for DEST201.

Feedback & Reflexivity: The ever-improving cycle of teaching and learning would not be complete without critical reflection, feedback and self-reflexivity. When setting goals and reviewing outcomes, I argue that educators should be open and flexible to necessary re-adjustments of approaches, tools and assessments. Input from students is especially key to higher success rates. I also believe that feedback should be provided and received throughout the term, informally and formally, as opposed to solely at the end. Doing so encourages students to engage with the material at deeper levels, and allows them to gauge which specific aspects of their learning process they can improve upon. While grading 140 Critical Review Papers for DEST201, I logged **41 hours** marking and providing thorough written feedback, 12 hours meeting and emailing students outside of my Office Hours about the assignment, and 1-hour re-formatting the grading rubric to improve its clarity. I also made an anonymous mid-semester course reflection that students completed. After the instructor and I discussed their feedback, I improved the final exam worksheet to include practice test questions and re-formatted the long-answer exam questions for further clarity. Practicing self-reflexivity benefitted student resources and there was an overall improvement from midterm to final exam averages. Opportunities for student reflection and self-reflexivity also benefit their learning processes, as they critically engage themselves and one another in the application of concepts learned. As a Spanish teacher for Graduate students, I am able to integrate reflective practices into every lesson and assignment, which is a technique I’d like to incorporate into my roles as a Graduate Teaching Assistant.

Professional Learning and Development

Diverse professional learning opportunities are an essential part of developing one's teaching and learning. They offer the opportunity to self-reflect and strengthen approaches that will improve student learning. Workshops and conferences have allowed for meaningful collaboration of ideas and strategies. Certificate programs and orientations held by the Taylor Institute for Teaching and Learning (TITL) have challenged me to engage in critically reflective conversations, give and receive feedback, navigate technology and controversial issues in the classroom, and prepare me for my role as a Graduate Teaching Assistant. The following professional development opportunities have all impacted my teaching practice, from developing public speaking skills to cross-cultural competence.

Selected Lists

Teaching & Learning Professional Development, University of Calgary		2019-2020
<ul style="list-style-type: none"> • TITL Graduate Students Certificate in University Teaching and Learning Program: Theories & Issues in Postsecondary Teaching & Learning Badge Completed • TITL Teaching Days & Teaching Assistant Orientation • Guest Lecture for Introduction to Development Studies (DEST201) and Introduction to Socio-Cultural Anthropology (ANTH203) • Department of Anthropology & Archaeology Conference & AnArky Talk Series Presentations • Agrarian Extractivism Workshop with my Thesis Supervisor • Kindling Conversations III: Celebrating Indigenous Strengths, Beauty & Creativity • Arctic Institute of North America: Arctic on the Edge • Political Science Brown Bag Series: Beyond Indigenizing the Academy • Informality & Development Workshop, School of Architecture, Planning & Landscape 		
Prior Teaching & Learning Professional Development		2014-2018
I completed: 362 hrs. of Peace Corps Panama Training 10 Delaware Department of Education Professional Development Trainings 5 peer-reviewed presentations on my Undergraduate research at academic conferences 3 non-peer reviewed Peace Corps Presentations in the United States 1 Undergraduate Guest Lecture for Introduction to Cultural Anthropology, UD Certificate in Advanced Spanish Language, Peace Corps Panama		

Awards and Recognition

Year	Award/Nomination/Recognition	<i>*Selected List*</i>
2020	Nominated for GSA Excellence Award, Emerging Leader Award, & Graduate Representative Council Initiative Award for Graduate Student Spanish Class, UC	
2020	Nominated for Annual Sustainability Award for research in Panama, UC	
2019	Graduate Student Spanish Class: Formal Letter of Recognition & Support from Department of Anthropology & Archaeology Chair, UC	
2018	Nominated Special Education Ambassador, G.W. Carver Academy	
2017	Nominated Teacher of the Year, G.W. Carver Academy	
2017	Honored Peace Corps Community Visit by U.S. Ambassador to Panama	
2015	The Review Newspaper Interview & Online Publication of Undergraduate Research, UD	
2014	Juan Villamarin Award for Student Leadership & Service to Delaware Anthropology, UD	
2014	Monica & Brand Fortner Endowment Award for Anthropological Research, UD	
2014	Woman of Promise, UD	

Teaching and Learning Research/Scholarship

As I am passionate about the nexus of anthropology and education, I consistently improve my teaching approaches and materials to meet the needs of students while emphasizing cross-cultural understanding. Therefore, as I engage in the Scholarship of Teaching and Learning (SoTL) I seek to better understand different cultural customs and beliefs that impact student learning in a traditional Western classroom. Thus far, this inquiry has been performed informally, via communications with international students in my courses. For instance, a cohort of students from Ghana informed me that in their particular educational system, it is considered impolite to engage in classroom discussions and that you should maintain the role as an active listener to the instructor. Therefore, when then the DEST201 class of 150 was asked to respond verbally to a question posed, this cohort did not volunteer to share aloud. From our conversations, I knew that they were not being defiant or inattentive, rather they were following their enculturated norms. With this newly acquired knowledge, I prompted the instructor to utilize a digital Think-Pair-Share method wherein students could contemplate the question, discuss it in a smaller group setting, then share with the class using menti.com. The result was a resounding success and students felt more inclined to participate. As I pursue graduate studies and professorship in anthropology, I aim to formally undertake SoTL projects to further understand and develop dynamic classroom strategies that meet the needs of students from all backgrounds.

“I love being in your classroom and watching you work with students of all grade levels as you have a natural way with young people through your gentle, yet **consistent and structured**, approach to classroom management...Love how modes of instruction are constantly changing...You did a great job of incorporating the use of technology into your lesson and affording students the opportunity to **learn in different modalities**.”

Mentor Observations (Fall, 2018)

Educational Service and Leadership

I argue that engaging in service and leadership roles adds unquantifiable value to the meaning of education. We are all molded by unique experiences and modes of knowledge that can contribute to the growth of teaching and learning. As a Spanish teacher for UC Graduate Students, I involve my students in the curriculum planning process, tailoring the lessons to the relevance of their research themes and locations. I differentiate assignments, implement opportunities for reflection, tie material to current events, and incorporate technology and hands-on activities. As a TA for DEST201, I was given the opportunity to improve existing assignments, pilot a module, and create learning tools while working within the approved curriculum. To develop my cross-disciplinary teaching and learning skills, I also work as an Arctic in the Classroom co-facilitator with the Arctic Institute of North America. At least once a month, I partner with other University of Calgary graduate students to teach local second graders about life in the Arctic. Utilizing tactile approaches, we demonstrate the various tools Inuit communities have used to survive and adapt in the North for thousands of years. Outside of courses, I also engage in a teaching and learning committee through our departmental AnArky Talk Series. As the Communications Coordinator, my role is to connect with scholars and leaders at the University of Calgary and in the community to foster a weekly dissemination of knowledge of current research to an average of 30 attendees. In my growth as an educator, I will continue to serve on educational and leadership committees, while voicing my arguments on improved methodological and theoretical frameworks that could best benefit students and the community.

Peer & Student Feedback

From teaching Spanish at various levels to assisting university professors as a Graduate Assistant, I have received and given ample feedback. This has been in the form of formative and summative teaching observations by mentors and supervisors, email correspondence and thank you letters from students, and a formal course evaluation for the Introduction to Development Studies conducted by the Department of Anthropology and Archaeology at the University of Calgary. Throughout my dossier, I weave formal and informal feedback obtained from randomly selected samples of student comments from such resources. To maintain the confidentiality of students, all sources have remained anonymous and have been verified by a third party. Student feedback received via email has been approved for use by the sender. When read concurrently with the document sections, each piece of feedback highlights and connects my teaching philosophies and practices.

Graduate Students Spanish Teacher, 2019-Present: Fundamental to a successful and sustainable initiative are feedback and self-reflexivity. Consistent feedback opportunities allow for re-adjustments to better enhance learning and teaching processes. For instance, on the last class of Fall 2019, a student indicated their interest in learning “helpful phrases”, such as “can you please speak more slowly?” or “How much does this cost?” After receiving this feedback, I incorporated a “helpful phrase” for each week of the Winter 2020 term. Examples of student feedback on my Spanish teaching abilities are woven throughout my dossier.

Graduate Teaching Assistant, University of Calgary, 2019-Present: In my role as a Graduate Teaching Assistant, I have continued to improve my practice through reflection, feedback and self-reflexivity. I have received constructive feedback from my instructor of record, as well as **65 messages** of positive accolades from students in DEST201. Core characteristics and key terms used by the professor and students to describe my work as a TA included: *friendly, approachable, positive tone, enthusiastic, helpful, accommodating, supportive, caring, understanding, patient, interactive, punctual, prompt [responses], thorough, organized, clarifying, guidance, feedback, active listener, smooth transitions, and flexible*. One student email that stood out this semester was in response to my absence from class, as I was attending a Professional Development event. It reads:

“I noticed you were not in class today and I believed strongly that just like me, everyone missed you. This is to say that, in as little as the few weeks we've spent together, you continue to make **unforgettable impressions** on our lives, that we actually come to class looking forward to seeing you either by the door or at the front, "in your corner open office", with warm smiles, written boldly on your face with inks of genuine, authentic and pureness of heart. Thanks for being that person that chooses to make a difference by providing an atmosphere that makes our everyday run, less fatiguing. Take care.” *Student Email (DEST201, Nov. 19th 2019)*

As I reflect upon the feedback I have received over the years, feelings of pride, nostalgia, and growth come to mind. During my first year of formal teaching, I engaged in a Professional Mentoring Program with an Individual Growth Plan, and conducted Peer-to-Peer Observations. I have continued to integrate these two practices into my teaching and learning at the University of Calgary by participating in the International Student Mentorship Program and the Department of Anthropology and Archaeology Graduate-Undergraduate Mentorship Program. At the start of the year, I set short-term and long-term goals for each professional development activity I am involved in. Throughout the semester, I reflect on my successes and challenges, cultivate strategies to improve my approaches, and re-adjust goals as necessary. While observing professors in their classrooms, I gain new ideas and techniques to enhance my own practice. As I continue my academic career, I will promote processes of feedback and reflection inside and outside of the classroom.

Summary and Goals

Five elements that interlace the core of my teaching pedagogy include passion & creativity, respect & responsibility, engagement & collaboration, support & encouragement, and feedback & reflexivity. These key approaches to teaching and learning are integral for promoting independent learners equipped with intellectual curiosity, critical thinking skills, cultural sensitivity, and an inspiration to apply concepts from class into the world. Since the start of my academic journey, I have grown tremendously from experiences inside and outside of the classroom. I have honed my areas of strength and recognized the various opportunities for improvement both in the short and long term.

Areas of strength: As reflected in feedback samples throughout this dossier, my teaching style can be characterized as enthusiastic, supportive, flexible, and interactive. My passion for cross-cultural understanding is illustrated in my beliefs and approaches to teaching, where diverse student needs are placed at the forefront of learning processes. I also excel in fostering a welcoming learning environment that promotes student participation and positivity. During pre-class check-ins, I can sense when students are more overwhelmed than usual. Picking up on these cues, I lead the class through a deep breathing exercise or play an uplifting song at the start of class in hopes of relieving some of the emotional burdens they carried with them to class.

Opportunities for improvement: Reflecting on feedback from students, peers and supervisors has increased my awareness for areas in need of growth. One area that I have improved upon is my presence in the classroom. In developing a student-led classroom, I still would like to integrate student positions of leadership into daily lectures. This can be in the following forms: students leading class discussions on the week's readings or themes, co-moderating class debates, creating exam questions and modifying assignments for future classes, peer-reviewing, self-assessing more frequently, and engaging in D2L dialogues outside of class.

Short-term goals: Enrolled in the TTTL Graduate Certificate Program for Teaching and Learning, I have attended 15 sessions and will attend 15 more within the following year. I have already learned copious teaching techniques from these courses, and will continue to take what I learn and apply it in my classes. Building off a foundation of student engagement and content retrieval via online games, I seek to better utilize the first and last 5 minutes of my TA classes. Techniques I've recently learned and wish to try at the beginning of class are: eliciting emotions with a photo or question on the board; demonstrating what students already know with pre-tests; speculating what content will be covered with predictions; and writing for 3 minutes with a prompt, then discussing in a group. At the end of class, I would like to try: Menti/Kahoot retrieval quizzes of the day's content; writing the most important concept learned and 1 question or confusion; applying older concepts via interleaving; predicting next class' themes based on aligned readings; and asking the same question that was asked in the beginning.

Long-term goals: At an institutional level, it is vital to foster cross-cultural understanding and dismantle structures of inequality built upon misguided stereotypes or paradigms. One way I will put this goal into action is through study abroad trips, which I intend to facilitate when possible. Specifically, I would love to lead a group of students to Panama or Bolivia, where I have conducted research and established community networks. Overall, my overarching goal as an anthropology professor will be to promote cultural relativism and healthy dialogue between individuals of different social locations.

"Thank you for being such an amazing Spanish teacher with amazing teaching ethics and lessons. I will never forget all the lessons you taught. You were the best teacher I've ever had and you are also the kindest person I've ever met."

"I want to thank you for the knowledge you have provided me. I've learned things about certain countries, what they are known for and how that country functions. Also thank you for the perseverance you have for our class. I am very thankful to have you as our teacher."

Student Thank You notes, (Spanish Class, Spring 2019)

Appendices

Appendix A: Graduate Student Spanish Course Materials: lesson plan, formative assessment **Selected Pieces**

October 16th	October 23rd	October 30th	November 6th
> Overview, Goal Setting > Introductory Dialogue > Listen, Read, Write > Speak with a Partner	> Speak as a group > Interrogatives, Pronouns > Me gusta + actions/things > Begin paragraph	> Present Tense Verbs > Día de los Muertos	> Present to the whole group > Review lessons thus far > Feedback & interest poll

SPANISH CLASS LESSON PLAN			
Day	October 16th, 11:00 AM-11:50 AM		
Learning Targets	I can set goals and expectations for this Spanish class I can actively listen to and read an introductory dialogue in Spanish I can introduce myself in Spanish to a peer HW: I can name 5 things I am grateful for in Spanish		
Do Now (5 min)	<ul style="list-style-type: none"> Overview of course: structural agenda, timeline, expectations (mine & yours), November presentation Mis metas y expectativas. Share aloud 1 to the group. 		
Mini-Lesson (10 min)	<ul style="list-style-type: none"> Listen to, and read an introductory dialogue Decipher what is being said 		
Guided Practice (15 min)	<ul style="list-style-type: none"> With a partner, fill in the template Have a dialogue with that partner 		
Application (15 min)	<ul style="list-style-type: none"> Using the template and my example paragraph, form sentences to write an intro paragraph about yourself. You will build off of this over the next 3 weeks and present it aloud before Term Break 		
Debrief (5 min)	<ul style="list-style-type: none"> Review key phrases in an intro dialogue La Tarea Next class: Dissect our phrases: interrogatives, pronouns, present tense verbs 		
Homework	Yo estoy agradecido por...5 cosas		
Notes			

Please make the following phrases plural! Be sure to change the article and noun			
The food	La comida	The foods	
A breakfast	Un desayuno	Some breakfasts	
The bread	El pan	The breads	
A ham	Un jamón	Some hams	
The cross	La cruz	The crosses	
A fish	Un pez	Some fish	

Spell out each number:			
30=	40=	50=	60=
70=	80=	90=	100=
31=	55=		
72=	98=		

Fill in the blank with the following:			
Article	Noun	Number	Number
	cuesta	dólares y	centavos

Appendix B: DEST201 Resources: parts of review worksheets, feedback form, writing assignment rubric

DEST201 Final Exam Review Worksheet <i>We will go over this worksheet during the last week of class (Dec 3rd/5th)! Come prepared!</i>		
SECTION 1: Fill in the definition & example for each term		
Key Term	Definition	Example
Women in Development (WID)		
Women and Development (WAD)		
Gender and Development (GAD)		
Sex		
Gender		

SECTION 2: Practice Multiple-Choice, True/False, Fill in the Blank		
1. Vision, design, plan, leadership, collaboration, accountability & people were indicated as being the 7 lenses of: a) Determinism b) Development c) Transformation d) Practical Gender Needs		
2. Which was <u>not</u> an international development program your TA worked with? a) Habitat for Humanity b) USAID c) Peace Corps d) Village Care International		
3. Economic dependency, change in long-term consumer preferences, and direct price disincentives to local producers are examples of: a) Negative consequences of aid b) Positive impacts of aid c) Both a and b d) None of the above		
4. True or False: Bilateral Aid is typically from governments [of developed countries] to governments [of developing countries], as opposed to between multilateral organizations.		
5. True or False: Gender is either male or female, whereas sex is masculine or feminine.		

Anonymous Course Feedback DEST201: <i>The objective of this course is to provide students with the tools and theoretical framework for understanding, critically analyzing, and assessing the various debates relating to development, in both international and local contexts from an interdisciplinary perspective. The course is also aimed at providing a strong foundation for subsequent courses in Development Studies.</i> (5 mins) We would greatly appreciate your specific, constructive feedback on the following Learning Activities/Assessments using these guiding questions: 1) How has the assignment/activity helped you to meet the course's objective(s)? 2) How could the assignment/activity be improved to help you better meet the objective(s)? Critical Review Paper: Midterm Review Materials & Sessions: Midterm Exam: Lectures:		
<i>*Feel free to email your TA templates/new ideas for papers, exams, study tools, etc. that could potentially be implemented in future DEST201 classes</i>		

MARKING RUBRIC FOR DEST201 CRITICAL REVIEW ASSIGNMENT		
Introduction (1-2 %):	- States the authors' purpose/intention of the chapter - States the aim/main findings of the critical review - Concise, succinct, organized evaluation	/3
Content: Critical Analysis	- Critically analyzes the information & opinions in the chapter to present an intellectual evaluation/argument of the content - Balanced discussion/evaluation of the strengths, weakness & notable features of the chapter; if critique is more positive than negative, then negative points are first, followed by positive; including recommendations for how the reading could be improved in terms of ideas, research approaches, theories or frameworks used by the author(s) - Organization & Readability - Logical flow and progression of ideas - Transition and topic sentences are used effectively - Concrete and specific word choice; not broad or normative - Use of other related texts, to present a well thought-out & critical evaluation of the chapter - Conclusion: short paragraph restating overall opinion and recommendations	/8
Organization/Mechanics /Styles/Readability	Formatting/layout: - Title page: title of paper, course code, instructor's name, student ID, and date of submission. - Maximum 3 pages (double-spaced, 12 pt font, 1" margins, numbered pages) – excluding title page & reference list Grammar: - Minimal typos & grammatical errors: correct & consistent spelling, punctuation - Solid & clear sentence structure as well as clarity of expression & ideas through effective transitions- easy to read - Writing in formal English & vocabulary & tone is appropriate to content, subject, purpose, and audience - Consistent style & purpose of writing with varied length & appropriate complexity of sentences - Evidence of creativity <i>Common indicators of stylistic problems include: shift of focus, monotonous repetition of 1-2 syntactical patterns, change in level or tone, pretension (attempt at outward show of ability that appears to be false or inaccurate), use of slang expressions and clichés, and choppieness</i>	/2
Citation/ Referencing Format	- Balanced use of 3-4 relevant & current scholarly references - Reference list & in-text citations are in APA format - Direct quotations (cited with page #s) are well placed within the text	/4
Additional Comments/Conclusion		/3
		Final Grade
		/20