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My teaching philosophy is straightforward – I am dedicated to meeting students where they are and helping them evolve to where they want to be.

At the graduate level, students come to our courses with diverse experiences that shape their understanding of instructional design and varying levels of expertise within the field. They also arrive with a specific vision for what they want to take out of our program and where they want to go once they graduate. As members of an ever evolving workforce in institutions of education and training, our students need to become flexible, adaptable, lifelong learners with strong problem solving skills rooted in instructional theory, as well as hands-on experience with technology.

In the courses I design and teach I utilize a constructivist approach to engage students in working together to address real-world problems. The courses are designed to unite students in the online classroom, drawing from their past experiences and sharing their ideas with their classmates. Each course provides students with extensive background resources to gain a basic understanding of the fundamentals of a specific topic, which they then apply to self-selected, realistic projects. These courses empower students to drive their own learning through self-exploration, identification of goals, and application to challenges they face in their own environments. Students are able to take what they learn in class each week and immediately apply it to their own work situations. Conversely, they bring the daily workplace problems they encounter into the classroom to ground all of our discussions in realistic context.

As participants in today's rapidly changing educational technology landscape, it is vital that students are exposed to a diverse range of technology tools. Students must practice utilizing these tools frequently throughout the program, and increase their facility through carefully designed projects that account for a range of skill levels of students entering each course. In the courses I design, I model the introduction and implementation of various technology tools, giving students the opportunity to experience them from the user perspective, while also exploring their applicability within their own environments. While gaining competence with current industry standard technology is important, it is equally essential that students develop digital literacy skills to enable them to continuously evolve alongside the technology.

Well designed and developed learning environments are necessary to create a clear path for students throughout the curriculum. However the key to powerful online learning experiences lies in the

involvement of the instructor. In the courses which I teach, I bring a human-element to the online workspace. Through frequent announcements, video messages, regular engagement on the discussion board, live chat Skype sessions, and personalized email to students, I create a powerful instructor presence which students respond to positively in my evaluations. Throughout the program I have worked to build these personal relationships with each student through various communications channels. These relationships foster student engagement and increase motivation to complete projects and courses. I provide detailed feedback on each submitted assignment, tailoring my instruction to meet the personal needs and goals of each learner. This extensive feedback that students receive in my courses is often cited as the strong point of my teaching. I work with each student individually to help them to develop their own sense of purpose and expertise in instructional design, and find the things they love to do within this field.

When assessing students, I make sure to consider the evolution of their thinking through each assignment and throughout the course. On a weekly basis, students demonstrate the progression of their knowledge through brief, reflective journal summaries. They then apply the new knowledge in authentic, project-based assignments. Students are provided with rubrics prior to completing their assignments to understand the instructional objectives, and they are evaluated through extensive feedback on these rubrics to help them identify areas of future improvement. The courses I design frequently engage students in the process of both self and peer assessment, critical aspects of instructional design work.

As an instructor, I seek to engage students in a positive, dynamic, and personalized learning environment designed to meet their individual educational goals. Through my teaching, I empower students to become valuable contributors and effective collaborators in the field of instructional design. By developing our students as creative, flexible, critical thinkers, I prepare them to meet the challenges facing all levels of education and training, now, and in the future.