

Teaching Statement
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Teaching allows me to use my research to deepen students' understanding of theoretical foundations and empirical research and to help them apply this knowledge to practice. I use multimodal instructional techniques, including lecture, discussion, case scenarios, and skill modeling, practice, and feedback. I have high expectations for student performance, and I provide the support necessary for students to achieve success. Below I explain my teaching philosophy, which guides the pedagogical and assessment techniques I use. I also provide details about the courses I have taught and summarize student evaluation data of my performance as an instructor. Finally, I describe the various mentorship activities that fall under the umbrella of teaching.

Teaching Philosophy

Shulman's (1986) framework for conceptualizing training in a clinically focused profession guides my teaching. According to this framework, an effective training program incorporates three types of knowledge: propositional knowledge, case knowledge, and strategic knowledge. Propositional knowledge represents the theoretical and empirical bases for professional practice gained through readings and class lectures. Case knowledge is the application of propositional knowledge in the context of case studies. Strategic knowledge is reflected in professional judgment as one engages in the active decision-making (problem solving) process of professional practice. Accordingly, the objectives and activities in each of my courses are aligned with helping students gain these forms of knowledge.

I use a wide variety of pedagogical and assessment techniques in order for students to achieve the propositional, case, and strategic knowledge objectives. I assign readings that reflect (a) theoretical underpinnings of concepts, (b) empirical study of these issues, and (c) professional application of the content. In lectures, I integrate theory, research, and practice; I also facilitate small group discussion that allows students to form these links. I create assignments that allow me to assess the extent to which students achieve mastery of the content, acquisition of skills, and application of theory, research, and professional skills. I strive to provide timely, constructive, and detailed feedback to enhance learning and skill development.

Courses Taught

I have had the pleasure of teaching courses that allow me to translate my research into knowledge and skill development for graduate students and practitioners. At the University at Buffalo, I have developed and taught several new courses, including Collaboration for School Safety (3 credits), Bullying Prevention and Intervention (1 credit), School Crisis Prevention and Preparedness (1 credit), and School Crisis Intervention and Recovery (1 credit), as well as Advanced Social Psychology (3 credits). It should be noted that the 1-credit courses were part of the Graduate School of Education's Center for Continuing and Professional Education effort to meet the needs of practitioners. In addition, I applied for the Alberti Center for Bullying Abuse Prevention to become an approved provider (through the New York State Education Department)

of the 6-hour course on harassment, bullying, and discrimination required for individuals seeking certification to work in K-12 public schools in the state. Over 400 students have taken this course, which is a combination of online and face-to-face instruction.

In my teaching, I ensure that students understand theories and methodologies through a combination of reading, lecture, discussion, and activities that allow them to apply the theory to professional issues. For example, when teaching Advanced Social Psychology, I focus on the application of social psychological theory to the practice of professional psychology. Each student is assigned to a debate team and is charged with using the theoretical and empirical research on a relevant social psychological topic to argue for or against a particular side of a controversial question (e.g., “Is viewing the world in an accurate, realistic fashion important for mental health?”, “Is aggression a fundamental part of ‘human nature?’”). In each course, I provide a variety of opportunities to assess the extent to which students are gaining knowledge and improving skills (e.g., participation and discussion, presentations, papers, skills-based examinations). I also provide many opportunities for skill demonstration, practice, and feedback through in-class role plays and activities, as well as supervised practice.

I have enjoyed exploring new pedagogical approaches, such as online teaching and hybrid instruction. I take advantage of ongoing professional development opportunities to learn more about how to improve my online and classroom teaching to be as effective as possible. My course evaluations reflect positively on my effectiveness in teaching (Using the University at Albany scale where 1 = Strongly Agree to 5 = Strongly Disagree, my M of 1.17 for overall effectiveness was better than the division M of 1.44 over that same time period). At the University at Buffalo, my ratings on a 5-point scale with 5 being the best are 4.45 for instructor’s effectiveness (t-score of 55.07) and 4.27 for overall course rating (t-score 53.23). For the 1-credit courses I have taught (CEP 754 and CEP 756) that included both students at UB and practitioners in the field, we used a standard evaluation form that is used for the workshops included as part of the course. On a 5-point scale from 1 = Strongly Disagree to 5 = Strongly Agree, ratings for recommending the workshop were $M = 4.80$ (compared to overall trainer M of 4.51) for CEP 754 and 4.78 (compared to overall trainer M of 4.65) for CEP 756 and recommending this trainer ratings were 4.93 for both CEP 754 and CEP 756, compared to overall trainer M of 4.56 and 4.71, respectively.

Mentorship

Finally, a critical aspect of my teaching involves mentoring student research. I actively involve students in all phases of research, from literature searches to data collection, analysis, and interpretation, as well as the presentation and publication of findings. I supervise an active research team where each student contributes to our various projects, evidenced by the fact that my publications include 33 different graduate students as co-authors. I have also been successful in generating graduate assistantships through external funding.

I have been very active in chairing dissertations. I have chaired 15 completed dissertations (9 since tenure) and have served or am serving currently on 20 dissertation committees (11 since tenure). I enjoy a close mentoring relationship with students while they are working on their dissertations. I provide the overall structure to guide the process (e.g., have students begin with a

detailed outline, work on and submit portions of the chapters, meet to discuss content and methodological issues), yet I allow the student the space to make it his or her own work. I should also note that my dissertation service is interdisciplinary. I have served on committees for students in School Psychology, Counseling Psychology, Educational Psychology, Learning and Instruction, Social Work, and Criminal Justice.

Beyond research supervision, I have been active in mentoring and advising students throughout their program. I frequently mentor students in submitting their work for publication and presentation, applying for external funding, seeking APA-accredited internships, and gaining employment in school, university, and clinical settings after graduation. I keep in touch with many graduates, and have been pleased to see them assume a variety of leadership roles in the field.

In summary, teaching is an extremely fulfilling part of my professional role. I strive to ensure that students in my classes gain a solid foundation in theory and research. An essential part of my teaching model is to create opportunities for students to apply the theory and research learned in class to professional practice. Mentoring students in their research and other aspects of their professional development is a source of pride and enjoyment for me.