

**Teaching Statement: Alicia A. Grandey, Ph.D.**

I have the pleasure of following the progress of Penn State psychology students by teaching at the bookends of their college career: Introductory Psychology or a first-year seminar (FYS), then my 400-level on Work Motivation or Senior Capstone on Emotional Intelligence. Across these courses, I adapt my style (i.e., lecture-based, discussion-based, or student-led), but always follow three seemingly simple rules of thumb as my teaching approach. Though deceptively simple, every semester I revise the way I enact these mantras to match the unique group of students.

1. *Show rather than tell.* A lot is said about active learning and engagement, and for me this means *showing* students the excitement of scientific discovery, not *telling* them what already is known. I am constantly striving for new ways to illustrate the same concepts, since what will engage students changes too. Rather than presenting competing theories of rewards, I illustrate the benefits and costs of behavior-based rewards by throwing candy to participants and note that the quantity increases, but quality begins to decrease. Rather than presenting the contradictory views on emotional intelligence, I facilitate a debate where students have to discover the contradictory evidence for themselves. In all classes, I use online ANGEL surveys to illustrate the diversity in experiences and perceptions of the same target. As part of my own learning engagement, I am asking to spend part of my sabbatical next year learning new methods and attending workshops on engaging students through learning as discovery.
2. *Set the bar high.* I was asked to be on the Undergraduate Assessment Committee in the department because I hold students to high standards and want to ensure they get there. I challenge my students to learn concepts and skills – not memorized facts - and how those concepts are applied to work problems. I expect students to read primary source articles, interpret multiple pieces of evidence, and demonstrate understanding via oral presentations, debates, discussion, research-based and applied papers. To support students toward these challenging goals, I provide a priori time and resources (e.g., early draft-reading, practice quizzes, study guides) and then extensive feedback about performance to ensure learning over time. Outside the classroom, every year I mentor five to ten undergraduates in my research lab where I expect them to do more than data entry – they need to contribute to idea generation and problem-solving in the scientific process. Moreover, my high expectations helped nine undergraduate theses result in conference presentations, publications and high quality graduate school. My favorite compliment is hearing: “she’s hard, but you learn a lot”.
3. *Make it personal.* I am passionate about teaching and psychology, and I bring this energy and enthusiasm every day. I expect students to take the class “personally” as well. I seek to learn their names and make it clear that they are part of a dynamic learning process in my class, not recipients of passive information. When a student seems disengaged, I “make it personal” - seek him/her out and learn their personal situation. This personal connection continues after class: I regularly advise students about graduate or career goals, write letters of recommendation, and invite students to join my research lab. Outside of class, I personally connect with students as the Psi Chi Adviser, where I mentor the officers, work closely with students presenting at our research conference, and meet parents and friends at the induction ceremony. Across time, I see that personal connection remaining when I notes from former students that I helped prepare them for graduate school or their chosen career.

Thank you for the opportunity to share these views and for the honor to be nominated!