

Teaching Statement

Since arriving at Northeastern University in the fall of 2018, I have had the great pleasure of working with our talented and ambitious students. I strongly identify with the mission of the D'Amore-McKim School of Business (DMSB): "We educate leaders and thinkers to be prepared for the future of work in a world being shaped by digital convergence." This mission has inspired me to prepare my students to embark on their careers and distinguish themselves as competent and ethical business leaders. In the following sections, I will detail my teaching philosophy and strategy and my reflection and growth as a teacher.

Teaching Philosophy and Strategy

I aspire to help my students become lifelong learners who keep an open mind, stay curious, and possess the capacity and skills to keep pace with advancement in the field of marketing. My teaching philosophy and corresponding strategy can be summarized as follows:

Create an intellectually stimulating environment and inspire students to learn

To enhance students' enthusiasm and motivation to learn, I strive to connect class material with their personal experience and ensure every class is full of current and real-world examples. By doing so, I make course material interesting and relevant to my students. For instance, students in my Introduction to Marketing class engage in activities such as investigating new product introductions and adoption, observing store design and atmosphere, analyzing their own customer journey, and evaluating latest marketing campaigns. Additionally, students make current-event presentations and lead discussions to help keep everyone up to date on the latest developments in the field. Moreover, students in my Marketing Research class examine and critique real surveys conducted by organizations such as Pew Research Center. All these activities are integrated with course concepts and allow students to see the relevance of class material.

Emphasize learning by doing and applications of class material

I share with students that my class philosophy is learning by doing and that the class is focused on the applications of course material. To that end, I design many hands-on activities and involve students in active learning. My classes utilize Poll Everywhere to engage students in in-class exercises and initiate discussions on various ideas or potentially unclear points. Students in the Introduction to Marketing class apply what they learn to a business simulation, implementing their marketing strategy in an attempt to outcompete other teams. This culminates in a shark-tank-style competition to pitch their brand extension ideas. Moreover, students in the Marketing Research class practice conducting statistical analysis on a real-world dataset, in addition to collecting their survey data using Qualtrics and analyzing it using SPSS. For hands-on assignments, I use rubrics for grading and give detailed and structure feedback. Some assignments may be ungraded with the aim of enhancing the quality of the work and focusing students' attention on learning and improving.

Foster critical thinking through activities, assignments, and projects

I believe a major goal of higher education is to train critical thinkers, which is also a major objective of my teaching. For instance, my assignment instructions often involve a critique component. That is, students do not just describe a marketing campaign or a customer journey but also add their critical evaluation and suggestions. At times I use debates in class for business cases to engage students in thinking through different standpoints and solutions. Moreover, students working on business simulations create tactics for their company and critically evaluate outcomes to plan subsequent actions in a competitive marketplace. For marketing research projects with clients, student teams determine critical research problems, design effective survey questions, and provide actionable recommendations based on their analysis. At every step of the research process, students are trained to be critical and present evidence-based insights.

Contribute expertise to support start-ups, companies, and nonprofits

I believe great teaching should guide students to consider the common good and become contributors to the community. Marketing research offers a unique opportunity to accomplish this goal. Specifically, in class students learn about the research process, various qualitative and quantitative research techniques, and data analysis. All the learning is incorporated into research projects students carry out for start-ups, companies, and nonprofits. By doing so, students bring their knowledge, skills, and insights to support these organizations and make practical contributions. In the end, all parties benefit from such endeavors. For these projects, I work with Northeastern University's IDEA (a student-led venture accelerator), Mosaic (a hub of all student-led entrepreneurial organizations), and the Community-Engaged Teaching & Research team to locate potential clients, hold meetings with the clients to understand their background and needs, identify the research objectives, and bring their projects to my classroom. Therefore, I have done my part to further Northeastern's priorities on experiential education and community engagement.

Foster a positive and inclusive learning environment

It is my belief that learning can best happen in a positive and inclusive learning environment. I am committed to creating such an environment through various strategies, making students feel seen and valued, and being responsive to students' needs and feedback. In all my classes, I have students fill out a first-day information sheet to help me understand their background and career interests. Students also fill out a midterm survey to provide feedback on the class. Furthermore, I adopt best practices for team assignments, including orienting students to successful teamwork, forming diverse teams with specific roles, requiring team charters, using TEAMMATES for peer assessments, giving iterative assignments and feedback, and assigning team and individual grades. I instruct students on how to take and give criticism, and students write both appreciative and constructive comments for their peers to help each other grow professionally. I often emphasize to students the importance of having a voice of their own and that each of them can contribute to our safe learning environment. Students consistently give me higher-than-average ratings on teaching evaluations for the item: "The instructor facilitated a respectful and inclusive learning environment."

Establish rewarding relationships

Supporting my students in their academic, career, and personal endeavors is a responsibility and a pleasure. As a college professor, I have the privilege of interacting with these promising young people and building relationships with them. I have regularly written recommendation letters for students applying for graduate schools, entering the honors program, and seeking employment with various companies. A few students have told me that they decided to switch their concentration to marketing or marketing analytics as a result of taking my classes. I enjoy establishing deeper relationships with my students, getting to know their backgrounds and interests, discussing career opportunities, introducing them to marketing professionals, serving as a reference, and helping them prepare for job interviews. This is a special and rewarding part of my work at Northeastern.

Reflection/Growth as a Teacher

Echoing my teaching philosophy of lifelong learning, I believe there is always room for improvement and refinement in teaching. Whether I am teaching the same or different courses each semester, teaching is not static but evolves continuously. Changes in the cohorts of students, advancements in teaching tools, dynamic technology trends, ongoing pedagogical development, and cultural shifts all contribute to making teaching both exciting and challenging.

I am committed to continuous learning as a teacher and take delight in discovering new ideas and tools to enhance my teaching. I regularly take advantage of the resources provided by Northeastern University and DMSB by regularly participating in teaching workshops. Recent examples include:

- 2024: *"Teaching with AI" (DMSB)*
"Successful Team Project 3: Rotating Project Manager Role" (CATLR)
"Teaching Statements Workshop" (CATLR)
- 2023: *"Faculty showcase: Collaborative course design" (DMSB)*
"AI in action workshop" (CATLR)
"Leveraging AI in experiential learning" (CATLR)
- 2022: *"Utilizing the Canvas Gradebook" (DMSB)*
"Incorporating LinkedIn Learning in a Canvas Course" (DMSB)
"Experiential Learning for All Learners" (CATLR)
"Maximizing Engagement by Minimizing Stereotype Threat from Day One" (CATLR)
- 2021: *"Teaching across Modalities" (DMSB)*
"Building Community: Setting Expectations and Addressing Microaggressions" (CATLR)

I have greatly benefited from engaging in discussions and exchanging ideas with my colleagues, who have generously shared their insights, strategies, and teaching materials. These interactions have significantly contributed to my professional growth. As a result of these conversations and meetings, I have been able to expand my repertoire of teaching tools and activities. I deeply cherish this collegial environment and am committed to preserving and further enhancing it.

Conclusion

In conclusion, teaching is the cornerstone of my role in higher education. My commitment is evident through continuous course improvement, meticulous preparation, and a student-centered approach. Aligned with Northeastern University's experiential learning mission, I strive to promote active learning and real-world applications while fostering critical thinking and contributing to the common good. This dedication to teaching has not only enriched my professional development but has also made my career deeply fulfilling.