

Statements of Teaching Philosophy by 2011 Recipients



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I simply love to teach. There are moments in the classroom when I am filled with such joy that I have no doubt teaching is my vocational calling from God. It is because of my love for teaching that being selected as a finalist for the Howard A. White Teaching Award of Excellence is both exciting and humbling. My colleagues are incredibly gifted teachers, and their talent has greatly influenced my teaching; thus, it is with great joy and humility that I share some thoughts on teaching.

I have categorized my teaching philosophy into three areas: student-centered vision; enthusiasm and dedication; and faith. I almost hesitate to use categories because I see teaching as a living and breathing endeavor that is subject to constant re-evaluation and change. The lawyer in me, however, feels the need to categorize.

Student-Centered Vision: As a teacher, one of my primary goals is to set forth a clear vision of the purpose of the class and our final destination. On the first day of class, I explain that our goal is to master the incredibly powerful yet elusive skill of “thinking like a lawyer.” This term means that whatever situation may arise, students are equipped with the analytical ability to either find an answer, or craft a persuasive and logical argument of what the answer should be. I am reminded of that old adage: “Give a man a fish and he will eat for a day. Teach a man how to fish and he will eat for a lifetime.” I want my students to leave my class knowing how to think critically and analytically so that no matter what legal issue (or even life issue) faces them they have the ability to reason through it.

To meet this goal, I strive to create a student-centered classroom that is challenging, but flexible enough to accommodate various learning styles. Because I believe that the foundation to being a good lawyer is to be able to think analytically on one’s feet, I use both the Socratic Method and group discussions. Each student is required to participate in class by explaining cases and conquering follow-up hypothetical questions based on the law from those cases. I supplement this class participation in different ways. For the visual learner, I use visual aids and charts mapping out even the most complicated legal issues (together in-class we create one flow-chart that sums-up all of federal jurisdiction). Recently, I received an email from a student who was able to master a complex legal issue because of clip art I used as an analogy for how to file a class action lawsuit. For the audio learner, I record every class so that students can revisit material at will. One student explained how he would re-listen to class recordings on his commute to and from school. For those students who learn best by doing (which I think is true for all), I try to provide as many opportunities as possible for students to practice, whether it is by drafting a complaint, preparing a closing argument, or running a mock mediation. Moreover, I have found that using technology, such as a class website where all class materials are posted and playing small clips from movies and songs, can help create a robust and fun learning environment.

Student-centeredness extends outside the classroom as well. Indeed, the time outside of class has created some of my favorite teaching moments. It is truly a good day when I see the light bulb click for a struggling student who is able to grasp a difficult legal concept. Possibly even a better day is when I am able to brainstorm with students about ways in which they can make their future hopes and dreams a reality. By far the best days are when I can pray with a student who is trying to find his or her vocational calling, or praying for a student who is struggling with health issues, or praying for a student who has family members in need of prayer.

Enthusiasm and Dedication: Law students are amazing people with remarkable backgrounds. To name just a few, my students have been concert pianists, preachers, Ph.D. candidates, journalists, professional dancers, politicians, athletes, mothers and fathers, and world-travelers. How could a teacher not be excited to learn from and teach such students? And, how could the students not be excited to work together? This is truly one of the most inspirational parts of teaching – getting to know the students and learning from them. One of my dear former colleagues, Skip McDermott, would bring a Christmas ornament to the first day of classes each year. He explained that the start of a new school year was like Christmas as each student was like a unique Christmas present. I wholeheartedly embrace this view of each of my students.

Enthusiasm is contagious. As eager as my students are, it would be unfair to expect them to want to learn unless I find the subject matter exciting. I try my best to let my love for the law brighten up the classroom all the while being true to my own personality (which might include starting particularly challenging classes with the theme song from “Rocky” and offering prizes for outstanding legal analysis).

Enthusiasm can make learning fun, but dedication is required to get through the challenges. Dedication boils down to always expecting the best, first from myself, and then from my students. I let my students know what standards I have set for myself – to be clear and organized, to always be accessible, and to be professional. I ask them to hold me accountable to those standards. To give a small example, my students are expected to write everything, from emails to exams, to the best of their abilities. I expect the same for myself, so I give small awards to students if they find errors in my writing, class assignments, or presentation slides. I demand a lot from my students, but to do so effectively, I must always demand the best from myself.

Faith: “He has shown you, O man, what is good; and what does the Lord require of you? But to do justly; to love mercy; and to walk humbly with your God.” (Micah 6:8) My deepest desire is that my students would embrace justice, mercy, and humility because I strongly believe that these traits are the cornerstone of what makes a good lawyer. One practical way I have tried to instill this in my students is by creating opportunities for them to do global justice work from the Malibu campus. For example, I have worked with human rights organizations and churches to create opportunities for my students to do research and writing projects on such issues as inter-country adoption laws, freedom of religion and expression, and legal protection for widows and children. My students have

had opportunities to strengthen human rights throughout the world, including Rwanda, Kenya, Burma, India, China, and Cambodia.

“Their wildest dreams had simply not been wild enough.” These are the lyrics to one of my favorite songs, “The Promise,” by Michael Card because they ring so true to my own vocational journey. I thought my childhood dreams were huge, but only now, as a teacher, am I beginning to discover that those huge dreams were simply not wild enough when faith in God is involved. I consistently pray that my students would come to understand this as they explore their own vocational journey. Indeed, faith and prayer, above all else, is at the foundation of all that I hope to do as a teacher. As one of my favorite teachers once told me, praying before class helps prepare you to open your heart to the students.

Conclusion: Teaching is a blessing. It is an especially rich experience at Pepperdine, a place committed to Christian principles where I am encouraged to openly discuss spiritual issues and pray with my students. My prayer as a teacher is that my class is always student-centered, that I would inspire enthusiasm and dedication, and that my faith would remain at the root of all I do. The heart of what teaching means to me is perhaps best exemplified by the butterflies in my stomach that I get at the beginning of every semester when I think about meeting my new students for the first time. I am grateful for those butterflies. It means that I am thrilled to start teaching again. It also means that I truly appreciate the magnitude of the task that lies before me--to try to teach the best class that I have ever taught.

Charla Griffy-Brown
Professor of Information Systems
Graziadio School of Business and Management

Reflections on My Approach and Philosophy of Teaching

For me, teaching is a vocation embedded in a dynamic and deepening theology and faith.

“For the grace of God has been revealed... It teaches us...” Titus 2:11-12.

If you had asked me when I started teaching, to reflect on teaching or even why I wanted to teach, I don’t know how I might have answered. Upon reflection, I believe it was God’s grace that continues to move me forward in this profession along with a sense of purpose aligned with my theology. This alignment has been part of a growth process through grace, which has made me a more effective teacher. On a personal level, it certainly wasn’t easy to connect capitalism and technology with the suffering Christ. However, the Graziadio School at Pepperdine has been the ideal environment for wrestling with these issues. This environment continuously improves my teaching through a deepening theology.

How has this happened? I've learned the profession of teaching, which is relational in nature, can enrich theology through the application of what I learn as I grow as a Christian. This requires holding students accountable for their mastery of the class goals and objectives as well as the maturity and professionalism which will deepen their personal growth. I pray a lot about my students and have candid discussions with them regarding their professional development which is built on character. Furthermore, I call myself to the same standard and process I encourage them to undertake. This is an intentional curricular component of some of our programs, such as our Executive MBA Program. Working together with faculty within and across disciplines, class advisors, the Department Chair, and our Associate Dean of Academic Affairs has contributed significantly to my own growth in this process. Some relationships with students and colleagues have developed into life-long friendships where we encourage and pray for each other in our deepening theology, faith and profession. In this way, I learned that teaching, like grace, is both a gift and an ongoing process. In my life, teaching allows me to be a conduit of grace through the power of Jesus Christ as well as a recipient of that grace through interactions with others. I'm not always sure "how" his process will work as every class, trimester and program is a unique learning community, but it does. This, perhaps, is part of the mystery of grace.

Over time, I have developed a teaching philosophy aligned with this theology and shaped by my experiences teaching at universities in three different countries as well as across all of our Programs at the Graziadio School (BSM, FTMBA, MBFE, EMBA). As Director for the Center for Teaching and Learning Excellence, I have been training new faculty and introducing them to core values at the Graziadio School. In this regard, I've developed a framework for translating these values into teaching practice called "REAL". That is, teaching at the Graziadio School is relational, experiential, applied and learner focused. This framework is a foundation I have also applied to our blended learning. My overall philosophy for teaching embodies these elements:

Relational: Teaching is a relationship between me, the individual student, and the class. This relationship extends beyond the classroom as I evolve into a mentor, advisor, and friend. This happens with the entire group, with teams, and with individuals. Opportunities for this connection are deliberately embedded in my classes. I bring my entire self to the classroom and welcome students to do the same through Facebook, LinkedIn, Yammer, sharing our stories as we move through and experience the digital business world of the 21st century. I'm still in contact with some of my first university students.

The relationship between the students is an essential element of creating a learning environment. Students learn from each other, and I remind them of this and facilitate this in interactive ways throughout each class. This is what we call the "learning community" which persists in the physical classroom and online. The online relationships develop and evolve even after the class is over and beyond graduation. We work on the skills necessary to create, develop, maintain and deepen these relationships leveraging 21st century technologies. Often students create lifelong professional relationships with each other.

There is also a relationship the student develops with the material. Students have to master not only a given set of information but approaches to information and a discipline that changes daily and changes through their unique experience with it. I use these dynamics and experiences to personalize the experience for students. In 2010, I had the privilege of using blended learning to assist a student in completing his degree while unexpectedly being deployed to Afghanistan. I have also leveraged technology to teach in remote areas of Australia and New Zealand. Most recently, along with colleagues in Taiwan, I am participating in teaching throughout mainland China leveraging the blended learning models developed with our e-learning group as I lead the e-learning efforts at the Graziadio School. I believe these types of personalized learning experiences blending face-to-face with e-learning are a critical facet of business education in the 21st century.

Experiential and Applied – Creativity and fun are an essential elements of experiential and applied learning. The zen master, Socrates, and even the “wise man” or shaman are models of teaching I’ve studied and sometimes incorporate in the classroom. I think there is much to be learned from the “Fool” or court jester as a role model as well. For one thing encouraging laughter creates a relaxing environment and we all learn more when we are relaxed. The connections to each other and the material are easier when we are having fun. Sometimes I will take on a persona, do a crazy skit, show a short funny video, or highlight funny elements of our discussions. I also encourage them to not take themselves so seriously by focusing on real priorities as part of their own personal and professional development. This approach is risky, and by taking on this risk, students are taught to do the same. Taking risks builds confidence. Risk is required for discovery (as is failure). I encourage my students to fail, and I endeavor to create an environment in which they can “fail early and fail often.” We talk about failure as an essential element of learning and they are given space to practice it. I expect a lot from my students as reflected in their grades, feedback and assessment.

Students are certainly held accountable for failure, which is the only way that true risk is created. Academic rigor is essential, as is constant feedback and even disappointment. However, I emphasize that the learning experience requires getting things wrong as well as getting things right and learning from both.

Discovery often happens at a point of relevance and application. Therefore, I integrate experiential learning and application through online simulations I’ve created supported by grants. I use games, case discussions, in class cases created with their firms and team-based managerial decision scenarios. I also use Education-to-Business (E2B) projects and projects which are directly related to the student’s individual career or company. One of the most important things our students can and must learn is how to continually learn and grow in the digitally connected global business world using real-world tools. We practice this in class and beyond class leveraging a variety of digital tools.

Finally, I believe scholarship is an integral element of teaching, because it brings experiential learning and application directly into the classroom. This is why I am passionate about research. Being an explorer is an essential element of teaching others how to be life-long learners. There is still so much uncharted territory in the intersection of technology, innovation and business. I am actively engaged in research at this

intersection as exemplified by my publication record, grants and as Editor-in-Chief of Technology in Society, an international journal which has published peer-reviewed research in this area for more than 33 years.

Learner Focused: Learner analytics and a culture of assessment are essential for ensuring students are learning what they should in our classes and programs. As Director of the Center for Teaching and Learning Excellence, I have lead faculty efforts in aligning the Graziadio School learning goals/objectives with university institutional learning and I implemented an ongoing process for learning assurances to ensure a learner focused environment. Importantly, my efforts in the classroom reflect the criticality of the learner focus through assessment, constant feedback and even the personalization described earlier. I believe in the transformative power of education with critical, candid feedback coupled with measurable learning outcomes. It is through this process that we grow as individuals. Through this transformation we are inspired and this also creates a desire to learn more. I want my students to be inspired by their own individual and collective exploration of technology, innovation, and business. Through cases, class discussions, e-learning, personal examples, personal connection, reflection, multi-media, experimentation, and even humor I provide a culture of feedback and assessment that goes beyond the material to individual learning and growth. I want them to realize that they are capable of lives of great joy and meaning as they embrace their own unique calling of service, purpose and leadership.

I am grateful to have this opportunity to reflect on my teaching. It is a privilege and an honor to answer the call to teach and I am thankful to do so at Pepperdine University.

Maretno Agus "Augus" Harjoto
Assistant Professor of Finance
Graziadio School of Business and Management

Passionate teacher

Not everyone has a passion for teaching. I am blessed with the enjoyment of teaching and the opportunity to interact with students during their learning experience at Pepperdine University. I show my passion about the world of finance by trying to deliver an inspiring lecture in each class. I prepare at least 15 to 20 minutes before teaching a class to go over the interconnection between different concepts and to find alternative ways to explain the material and how it relates to the previous class lectures. Being passionate implies that I truly care about each student's learning process. I have a moral obligation to let each student know her/his strengths and what they can do to improve both academic performance and personal growth. With our small classroom setting, I am able to provide personalized attention for each student. I learn each student's name within the first week and try to understand their personality, emotion, traits, habits, and study strategies. I

encourage students to come see me during and outside of my office hours to discuss their questions about the class lectures in addition to their personal and professional aspirations. I go above and beyond the call of duty as a teacher to make sure that each student receives my personal attention, encouragement, guidance, and direction that allows her/him to increase her/his intellectual curiosity about the subject that I am teaching. During my 14 week trimester classes, I hold eight hour midterm and final review sessions on Friday or Saturday outside of the classroom schedule to review all lectures I have delivered during the trimester. These review sessions help students see the interconnections between one class lecture to the next. It is similar to seeing a movie rather than a snapshot of a picture. I usually have high student attendance and the feedback from my students on these review sessions has been very positive.

Finance is a quantitative subject and could easily become a boring class. My goal is to teach finance that is not only applicable to current business practices but also to create a fun learning experience for students (Kasie Okoro, MBA Alum spring 2010 <http://el-08.blogspot.com/2009/07/11-months-later.html>). I believe a successful learning experience should increase students' emotional curiosity to know more about the subject. Students need to use all their senses (reading, writing, listening, thinking, feeling, and emotion) when they learn. It is my responsibility to create an environment to increase their intellectual excitement and curiosity to learn more about finance as there is so much more to learn. I love teaching introduction to finance classes since I have the best opportunity to make students excited about the world of finance for the first time. I also provide advice to students regarding their elective classes and career tracks in corporate finance, investment, small business finance, etc.

Teacher as a coach

As a teacher, my role is similar to a coach. In the beginning, I need to build foundations and techniques for learning the materials and I am there to ensure students are going in the right direction. I have a quiz in the beginning of each class. I encourage students to ask me questions while taking their quizzes. The goal is to create opportunities for me to provide a personalized and immediate response for each student while she/he is taking her/his quizzes since each student may require assistance to understand the material and/or question. The students' questions also provide me with feedback about the clarity and effectiveness of the lecture that I delivered. Next, I provide an intellectual challenge for each student to achieve her/his highest academic performance in our classrooms. I require students to do their own critical thinking, to come up with their own assumptions, and to arrive with solutions through in class presentations, case studies, and exams (Note: I do not provide assistance to students during exams). I want each student to excel in her/his own way. Students find more satisfaction in their learning process when they discover the solutions on their own.

I also want students to think about business practices in a broader term including ethics and social responsibility. I bring recent findings from my research projects on corporate governance and corporate social responsibility into classroom discussions. Business students need to understand the balance between serving the company shareholders and stakeholders. I also bring cutting edge findings from business valuation research projects with my colleague, Dr. John Paglia. Students are able to draw important findings from

recent business practices that are relevant to our students learning, especially in finance classes, where we always emphasize on creating value.

Teaching as a call of life

I believe that teaching is an important call in my life. I devote my time and effort fully for my students when I am teaching a class as if I am on a mission because I have been given this incredible opportunity to be a part of other people's life learning process. This opportunity comes with a big responsibility. I clearly remember the presentation by Drs. Jacobsen and Jacobsen from Messiah College on how a college teacher can have a significant effect on students' view about other religions. As a teacher at a Christian university, I have a responsibility not only to welcome and to respect students' religious background and beliefs on our campus but also to teach based on Christian values. This makes me think more seriously about how I present myself; to reflect my faith and beliefs while providing a life changing learning experience within and outside the classroom.

I never thought that being active in my religion would provide me with such perseverance to become a humble teacher and a joyful person that transpires to others inside and outside of the classroom. I go to an Indonesian Christian Fellowship Church (GKI) in Monrovia on Sundays, which is 56 miles away from where I live in Thousand Oaks. I started attending the Sunday Service and became a member of the church. Then, I joined the church choir. Now, I am also teaching Sunday school for middle school aged students. Being active in my church has energized my entire life. During the summer trimester, I am usually assigned to teach Fully Employed MBA (FEMBA) students. FEMBA students are usually busy during the weekdays but they are often available on the weekends. When students request to see me over the weekend, I am able to meet them for study sessions in public libraries (i.e. Glendale, Thousand Oaks, and Camarillo public libraries). After my church Sunday Service, choir practice, and Sunday school, I am rejoiced and recharged. My enthusiasm and optimism are renewed from my spiritual experience and it has a positive effect on the way I interact with my students. Therefore, I believe that my spiritual life influences me to teach with humility (John 13: 13-14) and it affirms that teaching is what God wants me to do in my life (Jeremiah 29: 11).

Teaching as a lifetime learning

I believe that learning is a lifetime process. Successful teaching occurs when learning actually takes place. It is not only my students who learn from the class. As a teacher, I also learn to become a better teacher from my students. In 14 week classes, I always conduct an anonymous mid semester student evaluation via an online Qualtrics survey. I read the students' comments carefully and make necessary adjustments in my instructional techniques to improve student learning without compromising academic rigor and intellectual challenges to students before the semester is over. I believe that my ability to write scholarly publications has increased because my students keep challenging me to explain complex concepts using simple explanations that they can understand. The ability to explain complex ideas and translate them into a simple explanation is crucial for my scholarly activities.

I also believe that students learning should not stop after their class ends. I always promptly reply to questions from former students, alumni and even those who were not my students. I believe that alumni deserve to have access to their former teachers to ask questions that are related to the subject that the teachers taught them. I keep in touch with alumni and am always willing to help them when they need help about finance. I also refer current students to alumni who can provide them with career advice, direction and what to expect from internships and career tracks; questions current students are usually thinking about. I believe that building a strong relationship with alumni is the key success for placing our current students. My family and I often meet and host alumni to talk about their experiences after graduating from Pepperdine University. I believe that over time, my effort to build an alumni network and their ability to keep in touch with their former professor will keep their intellectual curiosities and interests in finance. More importantly they always remember Pepperdine University as an important part of their lifetime learning experience.

Angela Hawken
Associate Professor of Economics and Public Policy
School of Public Policy

Teaching young men and women to be leaders in public policy poses a unique challenge. Unlike many university majors, public policy is a broad category that subsumes topics ranging from the value of school uniforms to the deterrent effects of the death penalty. Engaging in such debates beyond a mere rhetorical level requires the ability to examine issues from multiple perspectives, collect and analyze pertinent data, and communicate policy recommendations in a clear and convincing manner. Ironically, the most meaningful contributions to the often-lofty discourse of public policy are made by individuals trained to carry out the practical business of sorting out the best truth from a host of “lesser truths.” Instilling this appreciation for empirical analysis and pragmatism is the central theme of my teaching philosophy, and it guides my teaching in the classroom, where I place students into internships, and how I mentor individual students.

In the Classroom

Half of my teaching load is devoted to the core curriculum where I teach classes in quantitative research methods for policy analysis. These classes focus on the statistical and decision analytic techniques used to conduct policy analysis. My main goal when I developed these courses was to ensure that our students graduate with a level of numeracy expected in our field and understand the ethical issues underlying policy analysis. Statistics can be very persuasive in the policy making process and often analysts are pressured to report results to support a certain claim. Students learn how to manage their policy “client” and how to manage value conflicts. Students tend to be more engaged when the policy relevance of the

material they are learning is clear. My courses have a strong practical component. The students learn to struggle with real data sets (rather than contrived textbook data files) – and resolve the many problems that arise (e.g., missing data, anomalous data, poorly constructed data files). They learn to frame research questions, analyze data, and write the results of their analyses into policy reports and policy memos. I also devote a substantial share of classroom time to the appropriate presentation of policy data, and an understanding for what claims can be made on the basis of their data, and what claims cannot.

The theme of appropriate uses of data in policy research carries through to the elective courses I teach. Most of my elective courses have a strong research component and students study policy problems from multiple perspectives. For example, in my criminal justice class I have a requirement called Voices in the Field. Here, students conduct interviews with individuals across the criminal justice field, including judges, defense attorneys, prosecutors, police, prison wardens, prison inmates, victims' rights groups, and others. They tour maximum-security prison facilities, spend time in court, and visit drug-rehabilitation clinics. They are also individually responsible for coordinating their data collection and research activities with the California Department of Corrections and Rehabilitation's research office. I have taught three Capstone classes. For the final deliverable in two of these classes class, we raised funding at SPP to fly the students to Sacramento where they delivered their final presentations to legislators and legislative staff at the Capitol. Throughout these classes, I routinely challenge my students to answer the “so what” question about the topic they choose to study. If they fail to provide a convincing answer, they are told to find a new topic.

As a new mother I am intrigued by how I approach my teaching responsibilities and how I interact with my students. I take my role as a teacher more seriously than ever, and am making a point to devote the time needed to help struggling students succeed in the classroom. I have hosted dozens of “office” hours at my faculty condo for students who need additional assistance with course materials. Students are greeted by a large Labrador, a toddler, and tea. Each of our students is somebody's child. I know my renewed energy for teaching and advising students follows from my hope that someday my son's professors will take the time to help him master course materials, help him shape his interests, and inspire him to take on new challenges.

But my maternal instincts should not be construed as leniency, as my students quickly realize. I am aware that I am one of the final gatekeepers in my many of my students' transition from youth to adulthood. And I do my best to foster that transition. I recall a recent incident where a dashing, young, male in my class clearly bluffed his way through a class presentation. When he finished his presentation to the class, I responded: “Your parents have given you a lot. They are responsible for your physical appearance, your nice clothes, and even your language ability. I have one question for you—what have you brought to the table?” It was an awkward moment, as it should have been. He didn't have a good answer, but he responded just as I had hoped he would—he became one of the top students in my class that year.

Placing SPP Students in International Internships

In keeping with my emphasis on doing practical work, I have placed over two dozen SPP students in international internships. The placements were primarily in Latin America and in former Soviet countries, and included internships with the Center for Disease Control, the United Nations, the National Democratic Institute, the International Republican Institute, the International Crisis Group, Human Rights Watch, placements in policy think tanks abroad, and in foreign government offices. For many of these placements, we worked very hard at SPP to raise funds from appropriate donors to finance the students' international travels. The benefits to our Pepperdine students were clear. They had an opportunity to live and work in fascinating countries, conduct policy relevant research, and be introduced to international development work. But the benefits of these trips extended beyond student enrichment. The School of Public Policy benefits from these types of placements, by signaling to prospective students interested in IR or development (the majority of our students are pursuing an IR emphasis) that students at the SPP have access to these kinds of opportunities.

Mentoring

One of my favorite aspects of teaching is individually mentoring students. Each year, I supervise anywhere from six to twelve research assistants. I enjoy the energy students bring to my research projects. Supervising students takes time and patience, and I consider this to be a responsibility of my teaching position and a service to Pepperdine. Quite frankly, it would almost always be quicker to do the work myself, but it is rewarding to see students develop their skills as young researchers. I think it is a wonderful opportunity for students to see a research project being shaped from beginning to end, to witness first-hand the many hiccups and headaches that are an inevitable part of the research experience. I like them to be involved with the instrument development and the data generation process and—under close supervision—take the first steps toward drafting academic papers. Seventeen of our SPP students have worked on my HOPE project and have conducted field work in Hawaii. The time commitment and the added vigilance needed to ensure that student research mishaps are corrected are worth it—many SPP students have earned co-authorship with me on publications. Through these projects, my students are confronted with the unvarnished world of conducting policy-related research—the hard work, the tedium, the looming deadlines, and, ultimately, the thrill of bringing new information to bear on public policy.

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It is cliché for a professor to announce that she has learned at least as much from her students as they have from her. Frankly, I hope that isn't true. On the other hand, I must admit that my unrelenting focus on teaching students the concrete, pragmatic skills they need to be useful in the public policy arena is kept in check—or at least context—by the bold idealism that some of my students refuse to outgrow. After I have gone to great lengths to expose my students to the complex workings of public policy, they remain undeterred in their belief that they can change the world. And I still believe them.

Barbara L. Ingram
Professor of Psychology
Graduate School of Education and Psychology

I joined the faculty of Pepperdine when the Psychology Division of GSEP was a small graduate program on the Vermont Avenue campus in 1978, just one year after completing my Ph.D. In my 30+ years as a faculty member, I have built three sturdy pillars to my approach to teaching and my identity as a Pepperdine professor: commitment to serving; dedication to the development of students' professional competence; and creation of a safe, supportive environment that fosters growth and learning on multiple levels. In writing this essay, I am choosing to describe concrete examples of how I implement my teaching philosophy, instead of providing an abstract, theoretical discussion. By doing so, I best illustrate how I approach the task of teaching.

Commitment to serving

My initial foray into the field of education was right after undergraduate school, as a volunteer in the Teacher Corps, a service program comparable to the Peace Corps. Instead of going overseas, we dedicated a year of service to children in inner-city schools. As part of the program, I obtained a Masters of Education degree, and developed skills of course planning that transfer from elementary to higher education. More important, I learned sensitivity to the needs of the learner and flexibility in providing diverse methods to attain educational goals.

I believe that most of my students feel that I bring my heart and soul to the task of teaching. I experience and express caring for each student and relate to students in a genuine, authentic way. In my classes I introduce myself by my first name (as my own mentors did) and learn everybody's name by the 3rd session. In experiential activities, I take opportunities to be a true participant and model my own process of self-exploration and ongoing personal growth. Here are comments from two students that confirm that I am achieving my desired outcome: *"Whereas most professors might prefer to remain in their ivory towers, you allowed us to get to know you on a more personal level"; "I am impressed with how you can go from "teacher" to learner and participant."* One of my favorite parts of being a teacher is meeting individually and in small groups with current and past students. I have traditional office hours before class, but in our evening graduate program, students are often rushing from work and have trouble coming for those hours. Therefore, I often suggest that we meet at a coffee shop at a location and time that is convenient for the student, frequently on Saturdays.

In helping students through the dissertation process, I have the chance to put my philosophy of service into action. I understand that students feel overwhelmed by their dissertation requirement, and I provide structure by breaking down the process into over 50 sequential tiny steps on an excel spreadsheet. As Chair, I create a supportive relationship; have frequent meetings and phone conversations; provide detailed, prompt feedback on multiple drafts; and serve as empathic listener, coach, teacher, and cheer leader. I have also served as informal mentor for other doctoral students who seek my guidance. I was happy to see these

concluding words in the Acknowledgements in the dissertation of a former doctoral student who is now in Kuwait heading her own program: “*To my “unofficial committee member,” Dr. Barbara Ingram, I will never forget the most helpful coffee meeting on 6/3/2008. It was on that day that I saw the light at the end of the tunnel. Thank you for breaking down the process for me.*”

Another way I show my commitment to service is in the time and care I put into helping students who are applying to doctoral programs. In my courses (master’s level), I receive students’ reports electronically, write comments directly on the documents, and save those comments on my computer to provide me with detailed descriptions of strengths for when I write letters of recommendation. When I agree to write a letter, I meet with the student and become a mentor during the process of choosing schools, writing essays, and preparing for interviews. I am also there to provide support and advice when acceptances are not forthcoming. For several students who have gone on to doctoral programs at other universities, I have served as the outside dissertation committee member (or reader), or been available for discussions about difficult career decisions.

Dedication to the development of students’ professional competence

In all of my courses, I focus on preparing students to be competent, creative, and accountable professional counselors or therapists. When I started teaching *Techniques of Counseling and Psychotherapy*, I recognized the need to bridge the gap between academic courses and professional practice, and began to develop methods and materials to lead students on a step-by-step journey towards competence in case formulation and treatment planning skills. Each year the handouts in the course multiplied, evolving in 2006 into my book *Clinical Case Formulations: Matching the Integrative Treatment Plan to the Client*, soon to be released in a second edition.

This book is a blend of scholarship and pedagogy. It contains activities that break the learning process into a sequence of steps so that by the end of the book, the student is able to write a competent, creative case formulation report for clients with multiple problems, coming from diverse cultural backgrounds. I explain difficult concepts and provide concrete examples of both right and wrong ways of using them; use many charts and figures to convert very complex conceptual information into visual formats that are understandable and informative; and clearly articulate standards within which therapists can exercise independent judgment and use the evidence of client improvement to document the effectiveness of their approach to treatment. This book provides the framework for the course, supplemented by power point presentations, therapy demonstrations, and small group activities. The content and teaching methods are effective in building conceptual skills, fostering creativity and independent thinking, and promoting small group collaboration, which is often part of effective mental health service delivery.

In addition to focusing on case conceptualization skills, I help students develop competence in skills and techniques for conducting psychotherapy. From the very first day, they are engaged in practicing skills with classmates. Starting with basic listening skills in a five minute session, they progress to hour-long sessions, providing classmates with the chance to benefit

from being in the client role. These activities lead not only to competence in conducting and evaluating therapy but also to clarity about career goals and a reduction of anxiety over starting a practicum placement or applying to doctoral programs. As a key component of this process, I gladly put in 8-12 hours outside of class to meet with small groups of students in the Psychology Clinic, observing counseling dyads as they create DVDs for private review and giving feedback about strengths and areas for improvement.

My written assignments are all relevant to the tasks of therapists. I make my guidelines very specific, offer samples of prior students' work, and provide ongoing formative assessment – strategies designed to assure excellence in students' final reports. I spend a great deal of time in providing very detailed feedback for papers, and my comments were described by one student as “insightful, specific, and supportive.” My greatest satisfaction comes when former students tell me how well my course prepared them for working with clients. I also receive feedback from clinical directors and practicum instructors that my students are much more skilled at conceptualization and treatment planning than their peers.

Creation of a safe, supportive environment that fosters growth and learning on multiple levels

Two other courses that I teach are *Interpersonal Skills and Group Therapy* and *Clinical Practicum* for Marriage and Family Therapy students. In all three courses it is essential that students feel safe to take risks -- to talk about personal material and wear the hat of novice therapist without worrying about judgment and disrespect. In the practicum class, I create a climate where students want to share their pride in their successes as well as talk about negative experiences and problems. Each student brings expertise with different client populations and settings, and in case discussions, we are all learners and teachers. By comparing different approaches to working with a client, we strengthen critical thinking skills, explore values, and recognize gaps in learning that must be filled.

In my Group Therapy class, I divide the class time into “class” – in the classroom – and “group” – in the comfortable group room in the Psychology Clinic, with soft lights and refreshments. The concepts from the textbooks take on practical significance through the reflection on the group experience in both private journals and shared essays that analyze group process. The development of empathy and the appreciation of cultural differences are inevitable consequences of listening intently, suspending judgment, and striving to demonstrate, verbally and nonverbally, respect and understanding. About halfway through the course, the group develops caring and trusting bonds. Members then feel safe to share their personal struggles and are receptive to both validating and challenging feedback. In their final papers, students describe the personal growth derived from the group experience: increased self-awareness, strengthening of spiritual and professional values, improved relationships, and more mature commitment to career goals. Moreover, we are all enriched by witnessing how barriers between people cannot withstand the power of love, altruism, trust, and courageous risk-taking.

I hope this essay conveys how passionately I love my subject matter and the courses that I teach, and that I truly keep students at the center of the educational enterprise. I believe I not

only prepare students for entry into new careers but also teach them that learning is a lifelong commitment. They understand that they will always need to synthesize new knowledge, upgrade their professional skills, engage in self-discovery, and deepen their compassion. My engagement in that process has meant that I am a fellow-learner with my students and am continually refueling my enthusiasm for my profession. As my 32nd year as a teacher at Pepperdine comes to a close, I feel blessed to be positively impacting lives and inspiring love of learning and commitment to service.

Robert Lloyd
Associate Professor of International Relations
Seaver College

My area of teaching is international relations with specializations in international conflict management, international negotiations, and Africa. My teaching philosophy emphasizes student mastery of the subject matter, its incorporation into critical thinking about politics, and the resultant influence on actions as a citizen in a democratic society. Underlying the material I select, organize, and present is the belief that classroom experiences engender a life of future engagement on public topics of domestic and international significance.

In my teaching I deliberately incorporate different perspectives and approaches to the subject matter. I tell my students that I consider myself successful in my teaching task if two objectives are achieved: First, my students are able to discuss the topics we cover with anyone outside the university and not be embarrassed by any gaps in the training they received from me. Second, the students find they are better prepared than students at any competitive university in the United States or abroad.

To achieve these goals I employ a number of class techniques that introduce, reinforce, and incorporate the material in the lives of the students. Each course is broken down into a number of shorter modules that cover specific subjects. I assign reading and present lectures on the material to illustrate the key concepts and how they fit together. When appropriate I include a published article I have written on the topic to illustrate that what we are doing in the classroom is of larger interest. To keep student interest active I vary the classroom tempo with lecture, discussions, and short videos. The subject matter of the courses I teach is intrinsically fascinating, and I try to infect the students with this enthusiasm.

I believe theory and practice inform one another. For most of my classes students discuss the material via the vehicle of a fictitious Malibu-based think tank—The Pepperdine Institute for Policy Analysis (PIPA). I use this pedagogical method to structure debates. Students learn how to present the material in a written form similar to a legal brief, publicly defend their position in front of the institute (class), and work as a group to create

an institute position on complex, difficult, and thorny political issues. The topics we examine, such as the status of Jerusalem or the efficacy of foreign aid, are deliberately controversial and ambiguous. I select these topics to inculcate in students an awareness of the need to bring intellectual coherence to a complex and often confusing issue ideally coupled with a growing respect and understanding for others similarly engaged.

My goals are for students to understand the material more deeply by grasping the relevance of theory to practice, to take intellectual responsibility for a policy recommendation (decision), and to learn how to work collaboratively in an environment in which their individual well-being is tied to the larger success of the organization. Towards the end of the semester the students are able to organize themselves in this task, and my role is simply as a moderator.

Over my thirteen years of teaching I have learned that not all students have the same approach to learning. Some are global learners, preferring the big picture first with the details to follow. Others prefer a step-by-step, bottom-up, and linear approach that culminates in the grasping of the whole. My own natural learning style is as a global learner. Knowing my own natural preferences I am careful to organize the syllabi, class lectures, and examinations so that both learning styles are able to learn most effectively. For both learning styles I have found that a classroom that is operationally well-run really promotes the learning process as expectations are clear so students can focus on the learning. I am also aware that my class is not the only class they are taking in any given semester. Thus, I am sensitive to ways on how the material we are learning fits into the broader goals of Seaver College and their particular major. It is, for example, a blast when students in my class make that intellectual “aha” connection between an English assignment they had, a Humanities topic covered, or a point made in another international relations class taught by one of my colleagues.

A critical aspect of my teaching is my relationship with students. I enjoy teaching and I believe students respond positively to that attitude. As with any professor, there is a certain amount of respect accorded to me both by dint of my expertise and my ability to affect their grades. Thus, while students may not articulate this, they are depending on me to be fair in how I handle both the subject matter and my professional dealings with them. Furthermore, teaching involves trust. Students and professor must earn the trust of each other. A key element to this is that students see me as caring about them personally as individuals. If that relationship is not present, then the ability to learn is stillborn. Finally, I try to model that I am a learner too. I make it clear that while I know a lot about my field I certainly do not know everything there is to know about it. I am not an expert at all in other disciplines. Sometimes in class I will reply to a student question by saying I simply do not know the answer to that particular question. I think by stating my own limitations students realize that learning is a lifelong and collective endeavor to which they too can aspire, rather than one for a specially called “sage on the stage.”

The classroom is a key venue for gathering and learning together, but meeting with students individually is also important. I keep regular office hours, but also have an open door policy: if you find me in my office when the door is open, and I am not meeting with

someone, then I am willing to meet for advising, mentoring, and answering questions on the course material. These meetings have enabled me to get to know the students better and understand their individual needs and goals. It is especially important to be available to students seeking assistance as I have been the coordinator of the International Studies program since 1999. Out of some of these conversations with majors I have suggested graduate study or a Fulbright application. In some cases my students have been accepted to prestigious graduate programs or have received a Fulbright or Rotary scholarship, which is very gratifying to me as a professor, adviser, and mentor.

I have also strongly encouraged the development of additional ways that students might engage intellectually and practically in the field. Thus, I am a strong supporter of *Global Tides* (an on-line student-led Pepperdine journal), the National Model United Nations Pepperdine chapter, and the U.S. military academies' yearly national conferences on topics related to international relations. We send three students each year to these military conferences that are attended by students from elite universities in the United States. Each year I meet with Pepperdine students who participate in the model UN conferences and military conferences to debrief their experiences. It is very encouraging to me when our students say that they were as well prepared at these national conferences as students from Yale, Cornell, or any other top-tier university.

Due to the nature of my discipline of international relations, and my own professional career before I was a professor, I believe it very helpful to have actual experience in the field. This might be akin to "labs" in the physical sciences. That's why I encourage students to participate in the study abroad programs and our Washington, DC program. I have also organized and led three times a Pepperdine University summer study abroad program to South Africa/Swaziland that focus on topics related directly to my field. This experience greatly influenced the students but also gave me greater insights into how the students understand Africa and how I might better tailor the material to their situation.

The last aspect of my teaching relates to the integration of faith and learning in teaching. I am very fortunate to be at a university such as Pepperdine that supports the academic freedom to foster such integration. I believe integration is most conducive when it is tied to a simple willingness to ask questions about how one's faith relates to the topic at hand. In my field of international relations there are always fruitful areas for discussing how one's Christian worldview might inform debate on topics related to negotiations, conflict, governance, and economic development. I wish to demonstrate to my students that the task of thinking from a Christian perspective is a difficult one, but well worth undertaking even for those who may not share such a faith. In all my classes I have prepared segments or sidebars where I might appropriately bring in these types of discussions. I have found the students of all different backgrounds and beliefs to be very open to such discussions provided they see a clear connection to the material being covered.

To summarize, it is a great privilege to teach topics I love to students who want to learn. I feel very fortunate to have this rare opportunity.

Mason Marshall
Assistant Professor of Philosophy
Seaver College

As I see it, teaching philosophy to undergraduate students isn't just fun and fulfilling: it's important because of the good it can do, and it needs to be done well. I'll start by naming three of the reasons I take it as seriously as I do, and then I'll say more about the way I teach. Explaining my three reasons will consume some space, but they're worth spelling out, since they shape my approach to teaching.

Part of what drives me is that philosophy, if it's taught well, can equip people to reason their way to the most sensible and conscionable decisions they can make, the decisions that are most sensible and conscionable given the resources available to them. Undergraduate students face big decisions—whom to marry, which careers to pursue, and so on—and their decisions will only get bigger as time goes on. (Raising children, for example, is a world-creative act, as a philosopher once put it.) Everyone, in fact, has decisions to make. And the world needs people who make decisions well. We need attorneys, parents, social workers, spouses, physicians, and so forth—not just professional philosophers—who can analyze a problem in ways that are trenchant and informed and are attuned to what is good and right. We also need reflectiveness to be a way of life. And a corollary of all this is that we need genuine debate on central issues about how to live. Genuine debate is gracious, upbeat, and productive both in spite of and by virtue of being candid and vigorous, because the people who take part in it aim at finding the truth even at the price of losing face or losing political ground. No doubt, debate of this sort isn't a monopoly of philosophy (and, naturally, professional philosophers don't always achieve it). But philosophy as an academic discipline may center on it and demand it more than anything else, drawing on a legacy that stretches deep into Greek antiquity.

The second of the three reasons that motivate me will seem odd, but it stems from lots of observation. The point I want to make is that although the philosophical way of life has always been fairly uncommon, there are people who have urgent philosophical questions even before they hear of philosophy, as if they're drawn to it on their own. Whether their inclination is innate and good, as Plato thought, or a sort of mental disease, as Ludwig Wittgenstein believed, they clearly have it, and it refuses to be suppressed, as even Wittgenstein acknowledged. Yet it can be unnerving: people who have it often wonder what's wrong with them. This, of course, is comical in a sense, but the problem is real. And there are ways to help. Though philosophy is nothing less than a rigorous academic discipline, it also is something more: it's the sort of inquiry and the way of life, the search for knowledge of how to live well (*philosophia*: love of wisdom), that birthed the academic discipline in the first place. Full-blown philosophy still exists, and there is nothing remote or storybook about it. The problem is just that for most people nowadays this is hard to believe. Even undergraduate students who have burning philosophical questions approach a philosophy teacher with some skepticism, wondering whether the teacher is just a doxographer or, at another extreme, a New-Age-style guru. It can be

consoling if the teacher seems to be levelheaded and still a philosopher through and through.

Finally, philosophical reflection, to my mind, is good in itself and not just because it can help us make better decisions. I agree with Alasdair MacIntyre, a twentieth-century philosopher, that “the good life for man is the life spent in seeking for the good life for man. . . .” To be sure, the search for the good life doesn’t make life easier; in fact, it makes it more difficult. But it also makes it richer. Augustine, Justin Martyr, and other church fathers weren’t overreaching when they suggested that philosophy is one of the greatest gifts from God. The main reason this matters is that it implies that a philosophy teacher can do a service even just by promoting the philosophical life. And there are other implications, too. For one, this feature of philosophy lets the classroom be festive, for lack of a better word, because it says there’s something big and great that students can be part of. Further, it disarms the fear which many people are prone to have: “Maybe I’m not smart enough.” Philosophy is worth doing, period. So it’s even worth doing poorly when we can’t do it any better. The considerable talents that Pepperdine students have are gravy. Philosophy is demanding and exceedingly hard—for everyone everywhere who does it or studies it. But even while it humbles you, the person who teaches it can bolster rather than deplete you. And that’s significant. As a mentor of mine used to say, students ask daily the ancient Biblical question “Who do you say that I am?”, and our answers affect them.

One upshot of all of this is simple enough: a main task of a philosophy teacher is to promote the philosophical life—to incite students to see the value of philosophy and act accordingly, and to motivate and equip them to philosophize as well as they can. But how do you do this? That’s a difficult question, and it’s radically removed from the everyday question of how to get students interested in course material. The latter question, which is itself difficult, of course, is a problem for pedagogy. The former question is a problem for psychagogy, as Plato and others called it (*psuchagōgia*: soul-leading), in part since growing more philosophical may require a fundamental change of heart, to borrow a phrase from one scholar. Ancient Greeks such as Plato and Aristotle and later figures such as Augustine thought long and hard about psychagogy, and it’s daunting to realize how much muscle they put into it. Plato’s approach to it even is a main object of certain philosophers’ research, including mine. At best, I’m only starting to make some progress in the classroom. Here, though, are some basic thoughts.

First, I take to heart an old lesson from Plato, which is that it’s essential but not sufficient to grasp the meatiest arguments that philosophers have made. Fully understanding those arguments is, in my estimation, utterly critical: when our thoughts aren’t informed, we tend to chew more than we bite off. But getting informed is just the first step in growing philosophically. Students who don’t progress beyond that first step might be able to recite a lot that’s interesting, but in the end they often struggle to think well for themselves—that is, to glean insights from contemporary or historical debates in philosophy and put these insights to use by discerning the strengths and weaknesses of other people’s arguments and crafting formidable arguments of their own. For example, when at first they’re swayed by an argument but later come across a new objection that wasn’t discussed in class, these students tend to struggle more than they otherwise would to devise a suitable response to

it. Whatever it is, there is something about thinking through an issue for oneself that can do a lot to beef up one's philosophical skills—not thinking through it on one's own (in other words, without guidance), but engaging the issue oneself.

Accordingly, students and I interact with one another quite a bit in class. I should confess that I also give lectures accompanied by five-to-fifteen-page handouts, which are designed to keep students oriented. (Some of the handouts are divided into sections, each of which concerns a specific topic for lecture, while other handouts offer thumbnail sketches of particularly cumbersome theories, for example, or maps, as it were, of especially complicated texts.) And truth be told, in class discussions I'm able to cover much of the same material that I would otherwise cover in lectures. Watching Plato's Socrates in action teaches you how to make a philosophical conversation go where you want it to go. If you pull the Socratic stunt poorly, the conversation looks rigged. If you do it well, you're inconspicuous.

For that matter, since the quality of class discussion hinges in large part on how well students have prepared for it, I also ask them to outline beforehand many of the arguments that we'll discuss in class, and at the end of class I collect the outlines and grade them meticulously, weighing them by criteria that philosophers are governed by when they outline arguments. Just as students in my classes are given an extensive set of guidelines for papers, they also receive a set of guidelines for outlining arguments that leads them through the process point by point and explains the rationale behind each part of it. Students who've outlined an argument are primed to discuss it, and typically they're glad to have the preparation. They're aware that class discussion will be exacting and that it won't do just to emote or opine in the face of objections and replies. The ideal, in fact, is for our conversations in class to be nearly as rigorous as (if less intense than) the sort of exchange that might follow a paper presentation at a philosophy conference. Of course, our discussions needn't be somber or austere, and competitiveness is antithetical to what they're about. They should be lively and colored by humor, enthusiasm, and camaraderie. But they inevitably are serious.

In any case, though, I make time for class discussion, since the right sort of interaction in class seems vital. When class discussion works as it should, it serves the dual purpose of equipping students to think well for themselves and pointing up the pleasures of philosophizing. It also provides a model of genuine debate, performing a function that is crucial especially in the first philosophy courses that students take. Understandably, given the shrill tone that public exchanges on religious and political issues often have nowadays, introductory students sometimes shy away from disagreement in class, assuming that there *can't* be productive philosophical debate that ends on friendly terms. It's good to change their minds.

At least as important, I think, is to exemplify the philosophical life, particularly the philosophical life as it's lived within a Christian life—or, of course, to try to exemplify it. This is a main reason that I've spent a lot of time visiting with students one-on-one in my office and that, one-on-one, I'm happy to talk with them even about some personal issues they raise. Not only do students matter, and not only should I convey to them that they

matter: ideally, when a student reasons with me, trades arguments with me, about a concern or problem specific to him or her, the student can get a vivid picture of how the abstract philosophical issues discussed in class touch down on everyday life. At the least, it should grow clear that *I* am fully convinced that these issues bear on everyday life, even if I'm misguided in thinking they do—that I'm someone who, for better or for worse, is a philosopher through and through. Meanwhile, it never hurts to reinforce the message that the philosophical life, including the life of a philosophy teacher, chimes with Christian norms, as it certainly does. Part of being a Christian, for example, is trying to think well enough to make the best decisions one can make, whatever one's occupation or calling is. And even if the task of a Christian teacher were to convert students (as if the teacher could do this alone), philosophy would still be indispensable. Or so it seems to me. My conviction is that it's when people become conscious of their desire for the good life and actively search for it that, in one author's words, "they become open to responding to God's grace and to receiving the proclamation of the Gospel." At any rate, fitting the philosophical life into a Christian life is hardly a strain. In fact, for certain people who're philosophical, Christian norms *require* a life of teaching informed by endless study. How nice that it happens to be bliss.

Linda Polin
Davidson Professor of Education
Graduate School of Education and Psychology

While I do not consider myself a particularly brilliant instructor, I do put a lot of thought and preparation into my teaching. In my early years I tended to over-engineer instruction as if by executing a perfect, Disneyland-like design I could ensure students would encounter specific *aha* moments and experiences I believed I knew they needed. I worked very hard to craft the perfect world for them. I also kept detailed notes in an instructional journal about the success and failure of various efforts. Ah, youth.

When our masters and doctoral programs evolved to a hybrid format, partly online and partly face-to-face, it became increasingly simple to push "information" outside the class time through podcasts or shared documents, and to save class time for richer, more interactive, seminar discussions. This idea was supported by my own training and practice as an ethnographic researcher where my tendency is to ask Rogerian, open-ended, questions. These tend to help students learn to learn and reason for themselves, within the discipline. This I could do as I offered students exemplary cases, or odd cases, or problem situations that lent themselves to analysis and discussion. I truly believe you can only know what a student understands if you ask him/her to externalize thinking, to write, say, or do something that reveals current sense making. This is what generates those delicious

‘teachable moments’ where the student’s desire to know arises in tandem with the opportunity to get the knowledge.

At some point, somewhere along the line, I began to see that the most effective experiences were actually ill-structured problems presented to students. Thus my experience and perspective led me away from ‘control’ and toward guidance. I would often tell my students that my role was that of a Sherpa. I was there with expert knowledge about climbing the mountain. I knew the terrain, the weather patterns, the dangers, and many tricks and tips. I carried the equipment and supplies so the student could focus on the climb. I would try to keep them out of the crevasses and get them all to the top and back home again in one piece, but I promised to always remember that it was THEIR climb, not mine. This liberation from over-thinking instruction marked a significant turning point in teaching for me. I started to place DRAFT in watermark on my syllabus and write in the syllabus overview that it was an opening gambit in an ongoing conversation with the class, and that it might change over the course of the semester as we engaged with the subject matter and each other. Indeed, it is fairly common for my syllabi to have version numbers within one semester.

But, the truly powerful evolution in my teaching came from rethinking what it means to teach at the doctoral level; that is, what it means to educate professionals. Three big ideas impacted my approach to pedagogy: honoring students’ lived experience, connecting them with a bigger world, and revealing my own passion for the subject.

In the first instance, I realized doctoral students are, after all, near peers. They know things, perhaps only practical and experience-based things; but they do have a knowledge base that should not be ignored. I began to intentionally invite knowledge-sharing. Where in the past I provided cases and scenarios to illustrate theory, I now asked students to provide examples, cases, and illustrations of course-related ideas from within their own experiences in the workplace. I asked them to search for and make explicit connections between school and ‘real life,’ and share them. These would be examples that were closer to the lived experience and understanding of fellow students, much better than what I could design. Also, this meant students were actively trying to connect course concepts and work contexts, thus continuing my commitment to have students to externalize their thinking. Obviously I had a hand in helping frame the experiences they shared so they might see how these functioned as samples or cases of something, and begin to recognize how and where their newly acquired understanding might have an impact.

A second key element that affected my teaching was my growing sense of responsibility for connecting these would-be advanced professionals to their own larger professional world. I was amazed at how narrow the professional lives of new doctoral students were upon admission. They did not read journals in their field. They did not belong to professional organizations, or if they did, they rarely attended conferences beyond their local region. They seemed amazed that people were doing research on the issues in which they were so keenly interested. They knew little of the history of their own profession’s trajectory through changing politics, theory, and tools of past decades. They could not see connections across disciplines relevant to their field of practice. To support a wider view

for students, I needed to change my own sense of teaching resources and activities to encourage students to see connections, to network, to engage with the profession outside work and school. I started the student chapter of the ACM and asked students to join and run it. I required students to attend, as a class, the Annual Meeting of the American Educational Research Association, or the SIG CHI conference (ACM's computer-human interface conference), or the Digital Media and Learning Conference, or similar conferences whose timeframe and focus dovetailed with whichever course I was teaching. I make much greater use of invited speakers, most of whom are colleagues of mine in other institutions. My guest speakers make presentations, yes, but the bigger benefit to students arises from the opportunity to eavesdrop on the dialogue between academic peers as we discuss and debate the topic together in front them. And, of course, whenever I can I pull students in to research work I'm doing, especially with other institutions and researchers. I've had students collaborate at Indiana University, the TERC research center in Cambridge, Mass., with colleagues from UC Irvine, and on grant subcontracts in local school districts.

Third, I share my passion for my subject matter with my students. I do not take a formal, distanced, or neutral stance. A passionate practitioner can create and share a vision of what it means to engage deeply with domain of knowledge. While passion might inspire students, I think its true value is not inspiration but rather cohesion. Because I am so fascinated by "technology and learning" I am always trying to understand more deeply. I am often in the middle of learning or expanding my understanding about some aspect of my subject. I am often engaged in drawing together seemingly disparate ideas because I can see their potential connection. For me, the subject matter is dynamic, evolving, always fresh, and relevant. I like to think I am able to help students get a taste of that in their coursework. For instance, right now I am in the midst of planning for a fall course on Knowledge Creation and Collaboration, what we might have called "curriculum" back in the 80s. In the course I will be asking student groups to curate a collection of knowledge objects on a topic in their course. "Curating" a collection is an old concept being applied now to the collection of digital assets for sharing of information and ideas at work. Librarians and museum people, some of whom enter our program, know a lot about this idea. At this time, in their profession, it is a 'hot' topic. What will become of libraries when everything is available digitally? What should museums look like and offer, given digital access? What do we lose when material goes digital? How do we hold on to and share knowledge we used to be able to glean from drafts and precursors to final manuscripts and paintings if all we ever see now is the final perfect version? These are questions I am asking and investigating, and I want my students to ask and investigate them with me. I contacted the Los Angeles County Museum of Art to set up a class tour of an installed exhibit, in this case the Tim Burton exhibit because it's hip and attractive. But, I have also connected with a lead curator at the museum who will walk the class through a permanent collection at LACMA and lead a discussion on curating and stewarding knowledge in the digital age.

That activity is a small example of what I try to do. It draws on the experience of students and acknowledges their expertise, i.e., the librarians and museum people in the program. It gets students out into the world to make connections across disciplines they might not

otherwise see as connected, e.g., art history. It asks them to make something and share it so we can see what sense they've made and to discuss and shape their understanding (via their own collection project). It draws in expertise from beyond me, their textbook, and their personal experience. And, well, it's fun.

Because I work in education and psychology, I am very attuned to and shaped by theories of learning, design, instruction, and assessment. I am most directly influenced by Dewey, Bruner, Vygotsky, and Leontiev, all of whom emphasize the sociocultural nature of learning and development. I try to ensure I practice what I preach, and stay true to the notion of learning as a social process, mediated by culture, cultural tools, and people. Thus I think of learning as *enculturation* into a particular culture of practice, in this case, education. Students acquire language, beliefs, skill sets, and tools of the practice of helping others learn. My job is to keep the learning within reach, but requiring a stretch.

I have my downside too, of course. Although I have a rather strong sense of humor, which I liberally apply to my teaching, I can also seem harsh to those students who are not working up to their potential. Though I have learned a lot of patience from working with students, I do not tolerate slackers. My students work hard or earn lower grades. Students value an "A" grade from me, and I do not shy away from giving students Cs. I strive to be fair, to uphold academic standards while at the same time developing students into advanced practitioner-scholars.

Though I have learned much about teaching over the three decades, here and elsewhere in higher ed., I expect to continue to grow and develop as an instructor.

Robert Sexton
Distinguished Professor of Economics
Seaver College

I confess the new faculty members have pushed my game. Consequently, I have added new visuals and videos to my power point slides. I tell my students that while I may teach what some think are esoteric concepts that they will likely forget after (or maybe before) the final, my real intention is to teach them 2(LTL)—Love to Learn--Live to Learn. It is the process of the love of learning that is essential. This is, hopefully, the beginning of a lifetime of learning.

Economics is a difficult subject for many students—particularly non-majors. However, because some students can substitute this course for the Introduction to Microeconomics and Introduction to Macroeconomics course for the major I cannot “dumb down” the content. I prefer the adage, “I don’t dumb it down; I fun it up”

Preparing My Students for a Lifetime of Learning

My first step is to let my students know how that almost anyone can be a better student. I tell them that it is usually not about ability—most people have the ability. It is about having an effective strategy. I begin my classes with my ten ideas on how to become a better student.

- 1) Are you motivated to learn? Link your motivation to goals. I want an A in this class. I want to graduate. I want to go to medical school or law school. I want a college degree. Setting goals demonstrates an intention to achieve and activates learning. School is really about learning to learn and hopefully, learning to enjoy learning. Students must find satisfaction in learning based on the understanding that the goals are useful to them. Put yourself in the right mindset. In short, learning is most effective when an individual is ready to learn. If you are not ready for Step 1, the other 9 steps are honestly, less useful.
- 2) Do you attend class and take good notes? Listen actively—think before you write but be careful not to fall behind. Try to capture the main points of the lecture. You cannot take down everything. Leave space in your notebook so you can fill in with greater clarity when reading or rereading text. This is also a good time to edit your notes. Remember to pay careful attention to all graphs—many pages of an economics text are devoted to explaining graphs and other exhibits. Take good notes and review your notes within 24 hours of lecture. This way you will be reviewing rather than relearning!
- 3) Do you read before class? Stay current. If you are studying Chapter 3 when the lecture is on Chapter 6, it will harm your performance. While not needing perfection, do the best you can to have read the material being covered in lecture. Read and review course materials (text and notes) regularly and purposefully.
- 4) Do you just highlight when you read? Don't. It is too passive. Finish a section and summarize it in your own words. Afterwards, compare it with the section checks and summary at the end of the chapter to see if you caught all the main points. Do NOT read something without learning anything. That's a waste of time. Train your mind to learn—questioning, reciting, reviewing while you read will make you an active reader and a better student.
- 5) When do you study? Break up your study time, to keep it fresh. Don't study when you are tired. Know when you function best. To many an hour of studying in the day is worth two at night! That is, reading in the morning after a good night sleep may be much more productive than when you are tired late at night. Study in 20-50 minute chunks with 5-10 minute breaks. This has proven to be the most effective way to study.
- 6) How do you study? Study actively. Study by doing. Work problems, like in physics, chemistry, or engineering. Go back and forth between problems, examples, and text. That is, practice, practice, and practice. There are many problems throughout the text and on the website. Do them. The late John Wooden (famous basketball coach at UCLA), would often quote Ben Franklin, "Failing to Prepare is Preparing to Fail." Have you worked on your self-confidence? Before you look up the answer to a question, assign a "confidence factor" to your work...on a scale of 1-10 how confident are you that you are right? Be honest with

- yourself. The more often you prove yourself right, the less test anxiety you will have.
- 7) Do you work for understanding? Can you explain the concepts to others? If you can explain it to others, perhaps in a study group, you will really know it. There is no better way to learn something than teaching it to others. Working in groups and learning from each other is similar to the gains in trade and specialization we learn about in economics.
 - 8) Do you find a quiet place to study with few distractions? Music and TV are not conducive to quality study time. This will only impair concentration. If you find yourself wandering; get up and walk around for a couple of minutes. Try to relax before you start studying, and associate reading with relaxation, not anxiety. Set a goal of how much you want to accomplish in each session and try to increase it gradually.
 - 9) Do you apply your reading and lectures to your daily life? Retention is always greater when you can make the connection between the course and your life. Read the In the News features and the real world examples throughout the text and see how the economic principles apply to your everyday life. Economics should also help you better understand the events you read about in the newspaper.
 - 10) Do you cram for tests? Don't. It will not work in economics, and perhaps not in any analytical field. Study regularly, with greater review being the only difference in your study habits prior to a test. Try to have all your material read two days prior to exam so the remaining time can be devoted to review. Cramming for tests leads to fatigue, test anxiety, and careless mistakes. Get plenty of sleep. Treat being in school as having a full-time job...put in your time regularly and you won't need or want to cram. In short, don't procrastinate!

Classroom Motivation

Most of my teaching takes place with classes of 100-220 students so I must try to find a way to motivate my students. I show brief movie clips (3-4 minutes) in my Economic Principles class to demonstrate the enormous depth and breadth of economic principles. For example, we see a 4-5 minute scene in "It's a Wonderful Life" and then I talk about bank runs or we will see Castaways (4 minutes) and then I proceed to discuss the island economy and how Tom Hanks must answer the What (to produce), How (to produce it) and the For Whom (who gets it). I have a collection of about 20 videos with no clips exceeding 6 minutes. I have found the brief videos work well as complement to the lectures and the text reading.

In the large class they are strongly encouraged to do the Web quizzes, study guide questions and problems at the end of each section and the end of chapter questions. In fact, I often use Aplia, a software package that self-grades homework assignments. Aplia provides interactive chapter assignments, tutorials, news analyses, and experiments to make economics relevant and engaging. Students receive immediate, detailed explanations for every answer. Math and graphing tutorials help students overcome deficiencies in these crucial areas. Economics articles from top news sources challenge students to connect current events to course concepts.

In order to receive the class curve on the exam, my students are required to write a brief paragraph on each question missed. I believe this makes the exams more meaningful--a learning mechanism rather than a mere assessment tool. Hopefully, this will prepare them for the cumulative final exam.

Outside the Classroom

I have hosted a number of students to my house for dinner: my students from some of my smaller classes, my students from Heidelberg (and my daughters Heidelberg group too), foreign students who have had nowhere to go for Thanksgiving and even the whole baseball team a few years ago. I have assisted the baseball, men's volleyball, men and women's basketball and men and women's tennis and women's soccer programs in their recruiting efforts. I have had recruits sit in my classes and I have met with their parents to discuss the merits of a value-centered Pepperdine education. I recall recently speaking with a father of a water polo recruit on the phone for 45 minutes on why his son should choose Pepperdine over Cal and USC. He attended Pepperdine and became an economics major. I have also emailed admitted students to inform them about the economics major and invite their correspondence.

Research and Teaching

My primary field of research over the last fifteen years is economic education. I have written a number of articles for the top journal in the field—*The Journal of Economic Education*. I also have reviewed a number of articles for this journal. I wrote my Principles text. The text has a unique pedagogy--couched in learning theory and very user friendly. The book has found a way to take a few difficult concepts and make it easy to comprehend. For example, the text uses a section-by-section approach in its presentation of economic ideas. Information is presented in small, self-contained sections rather than in large blocks of text. Learning theorists call this chunking. That is, more information can be stored in the working memory as a result of learning in smaller blocks of information. Also, by using shorter bite-sized pieces, students are not only more likely to read the material but also more likely to reread it, leading to better comprehension and test results. Learning theorists call this rehearsal.

The idea of sticking to the basics and reinforcing student mastery, concept by concept, has been done with the student in mind. But students aren't the only ones to benefit from this approach. Imagery is also important for learning. Visual stimulus helps the learning process. My text uses pictures and visual aids to reinforce valuable concepts and ideas. Information is often stored in visual form, thus pictures are important in helping students retain important ideas and retrieve them from their long-term memory. Students want a welcoming, magazine looking text; a brain-friendly environment. The most consistent remark we have received from Exploring Economics adopters is that their students are reading their book, and reading their texts leads to better test performance.

It is also important that students learn to self-manage. How well am I doing? How does this relate to what I already know? This is what has been done with the section-by-section

approach, where there is continual self-testing along every step of the way from the textbook to the study guide. There are three types of applications in my text. Using what you've learned, In the News and Global Watch. Using what you've learned boxes are designed to offer help on tougher concepts to understand. For example, students often have problems with the graphing and idea that price is less than marginal revenue. A box in chapter 10 takes them step by step through this concept. There are many student friendly applications. If you do not assign material that is relevant to their lives you reduce the likelihood that they will read their assignments. My applications show the depth and breadth of economics: Sex on Television and Teen Pregnancy, Singapore Laws, Song Swapping on the Net, The Rising Price of College Tuition, Super Bowl Ticket Pricing, Teenage Smoking and Elasticity, Holiday Shopping and Deadweight Loss, Disneyland Pricing, Concert Ticket Pricing and many more applications that are student oriented. Also, there are a number of human interest stories.

Faith and Learning.

The Rational Choice Model that I teach in class allows us to gain a better understanding of philanthropy and charitable giving. Economists believe that a broad definition of self-interest can explain much of human behavior—the good and the bad. For example, when the late Mother Teresa decided to use her Nobel Prize winnings to build a leprosarium this was in her own interest but not many would consider that selfish behavior. Adam Smith argued in 1776 in the *Wealth of Nations* that self-interest motivates clergy just as it does secular producers; that market forces constrain churches just as it does firms; and that the benefits of competition and the burdens of monopoly or poorly advised government regulation is as real for religious markets as for any other sector in the economy.

The theory of the firm has been used to provide valuable information into the organizational structure of religious institutions and additional insight into the evolution of religious practices. While competition is inevitable because of scarcity, non-cooperation and contention are not. Market exchange establishes a positive sum environment that not only allows mutual gains but it also rewards those who expand the scope of cooperative interaction by increasing the opportunity to realize these gains.

In the words of Laurence Iannaccone the hope is merging religion and economics to bury two myths: “that of homo economicus as a cold creature with neither need nor capacity for piety and that of homo religious as a benighted throwback to pre-rational times. And as a Christian University, Pepperdine Affirms: ... That freedom, whether spiritual, intellectual, or economic, is indivisible.

Peter Wendel
Professor of Law
School of Law

When I first interviewed at Pepperdine twenty years ago, Dean Phillips told me that the Law School had accumulated one of the best ‘teaching’ faculties in the country. I wondered how one could make such a claim, but nevertheless I was impressed that a law school cared enough about teaching that it would make the claim. In fact, the law school’s emphasis on classroom teaching was one of the principal reasons I accepted Pepperdine’s offer to join the faculty. Since joining the faculty, I have come to agree with Dean Phillips’ assertion. Dean Phillips put together one of, if not the, best teaching faculty in the country, and I say that after having had the privilege of visiting at a number of other law schools. I have always been very well received by the students wherever I have taught. But while I consider myself a “good” teacher, I believe that many of my colleagues here at the law school are as good, if not better, than I. Knowing that the Pepperdine Law School is blessed with so many excellent teachers makes the honor of being selected as a finalist for the Howard A. White Teaching Award all the more special and meaningful.

My teaching philosophy is multi-faceted. First and foremost, it is student centered, both inside and outside of the classroom. I may be old school, but I still believe the primary responsibility of a university is to educate its students. Moreover, I believe the goal is to educate the whole person, not just the law student: to educate the student not just in the rules of law, but in how to think like a lawyer, how to act like a professional, how to treat other people, how to be a good person. I accept that challenge.

I think it is important for a teacher to create the proper environment for learning. At the macro level, it is important to create a sense of community where the students respect each other and show tolerance to each other. On the first day of my Property class, I take time to talk to my students about how we are a de facto family. During the first year of law school they will spend more time with their section classmates than they will with anyone else in their lives. I talk to them about how we can be a functional family or a dysfunctional family, and that it is up to them. I talk about what it means to be a functional family, and why it is better to be a functional family. As teachers, I believe that we can play an important role in setting the tone within the section by setting forth the appropriate expectations as to how we expect students to treat each other inside and outside of the classroom, and I can exemplify those expectations by how I treat the students, both inside and outside of the classroom. At the micro level, I try to create a classroom environment where students are comfortable expressing themselves and where students are encouraged to think critically and creatively. I put students on notice as to my expectations that they are to take an active role in the learning process. On the first day of class I tell my students “It is not my job to teach you, it is your job to teach me.” I also tell them that to the extent it is my job to teach them anything, it is not my job to teach them Property, or Wills & Trusts, or whatever the name of the course may be, rather it is

my job to teach them “how to think like a lawyer.” I use the rules of Property or Wills & Trusts to teach them those skills.

I use the ‘benevolent Socratic’ approach in the classroom. I come into class with an idea of where I want to start the class and where I want to end the class, but how we get there is up to the students. I begin each class with a question, where the discussion goes depends on the students’ answers. The discussion moves quickly, students have to stay on their toes; they have to pay close attention to the debate, to be prepared to express their thoughts and ideas and to defend their thoughts and ideas. I try to create a classroom environment that engages the students. I emphasize to the students the importance of listening to each other. I listen carefully not only to what the students say, but how they say it. I play off of the words the students use to express their thoughts in formulating the next question. The students quickly realize I genuinely care about what they say and how they say it. The students realize that they, collectively and individually, are the center of the dialogue, not I. They realize that the Socratic approach empowers them as students; they control the classroom discussion. This empowerment creates an incentive for the students to work harder both inside and outside the classroom.

During the classroom discussion I comment on both the substance of the material and the methodology of the analytical process. Invariably a first year student will come to me about a month or two into the first semester and tell me that while he or she was intimidated by the Socratic approach at first, that he or she enjoys it now and is starting the master the process of ‘thinking like a lawyer’ because now he or she can answer most of the questions I ask in class. I smile and tell the student that is great, but the key to ‘thinking like a lawyer’ is not whether the student can answer the questions I ask, but whether the student can ask the question before I do. Only then, when the students have incorporated the Socratic dialogue into their own analytical process, have they begun to think like a lawyer. That is the goal of my teaching philosophy.

I believe it is important for me to be passionate about my teaching and about the material I am teaching. If I cannot get excited about the material, how can I expect my students to get excited about the material? And my goal is not just that my students will know the material, I want them to understand the material.

I encourage my student to continue the learning process outside of the classroom. I often structure the classroom discussion so that we end not with closure, but by raising a new issue that forces the students to reassess what they thought they had learned. My hope is that the discussion I start in the classroom will continue in the atrium or the cafeteria. But just as I expect that the student’s learning process is not limited to the classroom, I believe the teaching process is not limited to the classroom. I tell my students I have an open door policy to office hours and that they are free to stop by whenever they want to talk about the material, law school, or life in general. No matter what project I am working on, if a student stops by my office, I put the project aside to help the student. It is not uncommon to have a student stop by my office and begin the discussion by asking questions about the material we had covered in class and end the discussion by asking me for advice on how best to handle a person situation. As a professor I accept and enjoy the multiple roles that

we play in the lives of our students--teacher, role model, and/or mentor. Law school is a life altering experience, and some students make the transition easier than others. For those who encounter difficulties, be they academic, personal or spiritual, we need to be there to provide support and guidance during those difficult times.

I believe that teaching is a partnership, a partnership between the institution and the students, a partnership between the faculty and the students, and a partnership that I enter into with each student in each of my classes. If a student does poorly, I feel that I have failed in part, because that student's performance is a reflection, in part, of my performance. I tell the students that I am prepared to work just as hard, if not harder, than they are to make sure that the partnership is a success. And this partnership does not end with the class, or even with graduation. I work with students throughout the law school process on academic support issues, with students who were in my class and with students I have never taught in class. Back in 2004 I received an e-mail from the student President of BLSA (the Black Law Student Association) asking me if I could make a presentation to their student organization and meet with each student to go over exam taking techniques and exam writing techniques. I was happy to work with them to try to make a difference. I wanted the students to think that the law school process is a partnership, because in the end, as an institution we need our alumni to think that way about the University – that they are partners with University who have an on-going vested interest in the partnership; that they have a duty to continue to contribute to the partnership by sharing their time, their talents, and their resources (particularly their financial resources) with the institution and its current students. If we build and convey to the students that sense of partnership while they are students, they will be lifelong partners. As professors, we are on the front line of forming that partnership with our students for the benefit of the Law School and the University. As professors, we have to see and accept our role in that partnership.

Lastly, my teaching philosophy includes a commitment to helping educate students of color so that the future leaders of our country more closely mirror the diverse ethnic communities in which we live. Back in 2004 I accepted that invitation from the President of the Pepperdine BLSA chapter to try to develop a presentation that would help students of color successfully transition from college to law school. I developed an interactive workshop that conveys both a conceptual and functional understanding of what it means to 'think like a lawyer.' The workshop was so well-received by the Pepperdine BLSA chapter that they encouraged me to take it to other law schools. With the financial support of a handful of Pepperdine alumni, the first year I was able to take the workshop to other BLSA chapters at law schools in California. Again, the workshop was well-received by the other BLSA chapters. The following year, with the encouragement and backing of the Dean and the Provost's Office, I offered the workshop to student of color organizations across the country. The workshop has proven to be very helpful in helping students of color successfully transition to law school. Over the last 8 years I have conducted the workshop over two hundred times for thousands of students. Each fall I regularly conduct the workshop at approximately two dozen law schools, including schools ranging from Harvard, Stanford, Northwestern, and Boston College to Detroit-Mercy and Cleveland Marshall. I do not charge for the workshop, it is my pro bono activity. The workshop has given me an opportunity to help students of color across the country successfully

transition to law school; but more importantly, the workshop program has permitted me to demonstrate to law students, faculty, and administrators across the country Pepperdine's student centered educational philosophy and Pepperdine's commitment to helping traditionally under-served communities. During this same time frame I have also had the privilege of spreading Pepperdine's reputation internationally by developing, and teaching in, a student and faculty exchange program with the University of Augsburg in Germany.

My teaching philosophy is multi-faceted because I believe the Pepperdine wants its faculty to play many roles in the lives of its students. I am grateful that Pepperdine encourages its faculty to play all these roles, for in the end, I believe that it enriches all of us, the students, the faculty, and the institution, academically, personally, and spiritually.