

ANNISA M. P. ROCHADIAT

TEACHING PHILOSOPHY

Learning; to me, is a lifelong process that goes beyond the walls of any learning institution. It is founded on the desire to know and understand, as well as the willingness to explore beyond the familiar. As such, as a learning facilitator, much of my in-class teaching revolves around efforts to cultivate a sense of curiosity in my students, and their thirst for knowledge and understanding of the unknown. My teaching is informed by my own experience in the pursuit of knowledge—a journey that has taken me across different continents and various cultures. I make it a point to intersperse my teachings with relevant personal insights and anecdotes as we navigate through the course curriculum together.

As a communication scholar, my teaching is further guided by a desire to ensure that students are not only equipped with the necessary tools to be effective communicators, but also that they develop an appreciation of the value of scholarly work in the discipline and its applications. In the classroom, I routinely emphasize the intersections between theory and practice. Students should be able to clearly visualize the connections between the theory and research they see in course lectures, readings, and assignments, and its overall utility in facilitating their understanding of their own lived realities and the lived realities of people around them. To that end, I spend considerable effort breaking down complex ideas and theoretical constructs into more relatable content for students. By using real examples from my own life, as well as examples from students' lives, we discuss various course concepts together.

My teaching style is further influenced by my metatheoretical stance as an interpretivist. From the very first day of class, I encourage students to reflect and be reflexive of their own learning journey. For example, following self-introductions, I usually incorporate activities designed to help students reflect on their motivations, intentions, and objectives to learn in class. I would then work with students to help translate these into individual actionable learning outcomes, which we would revisit half-way through the course and at the very end of the semester. This has proven useful as it gets students to go beyond treating a course as merely a matter of passing and getting good grades.

As a woman of color from the Global South and with extensive exposure to cultural heterogeneity, I put much emphasis on introducing diversity in my classroom instructions. This can be as simple as adjusting my presentation slides to incorporate ethno-racially diverse representations, and as elaborate as introducing examples from other cultures to help illustrate a concept. Understanding that certain discussions about race, gender, sexual orientation, and the role of the media can be difficult in the classroom, I envision cultivating a cooperative student-centered learning environment where students are simultaneously encouraged to be more critically-engaged in their learning while also motivated to be more respectful towards differences and embracing of dissimilar others.

In the Spring/Summer 2017 term, I volunteered to teach public speaking (COM1010) to students who are part of Wayne State's Academic Pathways to Excellence (APEX) program, which is an alternative admissions program designed to bridge the gap between high school and college. The majority of APEX students have historically been members of minority and marginalized populations, such as African Americans and Hispanics, in addition to first-generation college students. Working with underprivileged students and seeing them progress throughout the semester has been a thoroughly enriching experience and wonderful opportunity for my own self-expansion as an educator. It has further motivated me to work even harder in making each and every student in class feel comfortable and inspired to learn.

Beyond classroom instruction, I have also mentored nontraditional students in my capacity as a teaching assistant. For COM4210 Research Methods, for example, I have conducted one-on-one tutoring on basic statistical concepts and using SPSS, which can be overwhelming for certain students. As someone who had also struggled with numbers in the past, I am able to empathize and understand some of the

challenges that students may face in learning quantitative methods, and have attempted to make each concept more accessible by providing various examples and analogies, study tips, and additional practices, accordingly.

For journalism, I teach an introductory course to news reporting and writing (COM2100), which is a mix of lecture, class discussion, and newsroom practicum, with emphasis on diversity and reflexive journalism. In addition to drawing from my professional experience as a reporter for *The Jakarta Post* and a feature writer for *GoMag Jordan*, my journalism instruction is also informed by a social constructivist approach, which emphasizes the role of culture and language in influencing our construction of the world around us. This perspective allows students to understand the saliency of how messages are constructed and how it affects our perceptions.

An example of this would be stereotyping and media [mis-] representations of minority and marginalized populations, and how this may influence our perceptions of stereotyped group members. To help students better understand the media environment, I introduce activities in class that are aimed at improving students' media literacy, such as activities that encourages students to document and "call out" media's stereotypical representations while simultaneously getting them to critically think of counter representations. Another example is an activity for students to critically reflect on their language choice and think about how certain language and styles may end up either excluding and marginalizing others (e.g., "verbal redlining"), or perpetuating certain damaging stereotypes and misrepresentations. This segment is tied into the discussion of journalism ethics.

Coming from a collectivist cultural background, my teaching style emphasizes learning as not only an individual pursuit, but also a collective process that we embark on together. An example of this is my use of the pod learning system for teaching public speaking courses. On the first day of teaching, I have students break up into groups of 3 to 5. I then have them exchange their contact details and deliberate on (1) a pod name, and (2) a group leader and co-chair. Students are then informed about the utility of the pods, including as a first-point of communication for class-related matters and opportunity for students to learn from each other in class and also outside the classroom.

For public speaking courses, these pods would also function as working units for their group presentation assignments. Since public speaking courses at Wayne State University are part of the General Education curriculum, students who enroll come from various disciplinary backgrounds. Further, freshmen tend to make up most of the student body of public speaking courses. As such, the learning pods become another way for students to befriend and network among themselves, which can be a daunting experience for those transitioning from high school to college.

Teaching younger cohorts who are digital natives can pose unique challenges, including the near-impossibility of getting students to put away their mobile devices in class. Instead of enforcing a no-mobile device-in-class policy, I decided to incorporate the use of mobile devices for in-class assignments, such as weekly online quizzes. Kahoot, for example, has been a very useful and engaging online platform for this. Online quizzes serve as an additional metric for me to see how students are doing in class, allowing me to intervene with clarification as needed. Further, on speech workdays, I encourage students to use the library's digital database and other online resources using their electronic devices to gather material as they draft speeches. I would then go around each pod to speak to individual members as a way of monitoring progress and addressing any questions or concerns students may have.

While my experience in mentoring or advising graduate students has been minimal, I have had some experience in supervising and assisting other research assistants in the onboarding process at Dr. Stephanie Tong's Social Media and Relational Technology Lab. Additionally, I have also assisted new Ph.D. students; particularly fellow international students, at the Department of Communication, as well as through the Graduate Employees Organizing Committee at Wayne State University, and have found the experience to be entirely fulfilling and worthwhile. I consider myself privileged to have had very good faculty mentors throughout my graduate studies, who continue to serve as my inspiration on mentoring and advising.

WAYNE STATE STUDENT EVALUATION OF TEACHING SCORES (SETS)

Below is a summary of my SET scores from Fall 2015 to Winter 2018. Q1, Q2, and Q24 are questions that Wayne State University uses as assessments for tenure and promotion. These questions are “How would you rate this course?”; “How much have you learned in this course?”, and “How would you rate the Instructor’s teaching of this course?”, accordingly—the latter of which I have particularly highlighted in yellow. Additionally, Student Profile A and B are representative of students’ general level of interest prior to taking the course. These ratings range from 1 to 5, with 1 being the lowest and 5 being the highest rating. The ratings listed here represent the average or mean score.

It is important to note that I have mainly taught introduction to public speaking courses (COM1010) as Instructor of Record for five semesters. Further, since COM1010 is part of the General Education curriculum requirement, student ratings of their interests in the course are notably lower than usual (ratings ranged from 5.7 to 6.9 out of 10 points). This appears to subsequently correlate with their evaluation of the COM1010 course overall. Nevertheless, despite the lack of students’ overall interest, my SET scores are relatively of good standing, with an average of 4 out of 5. Based on an evaluation of descriptive student comments, there are several notable themes, namely that I am highly enthusiastic, very helpful, and a well-organized teacher. Below are a series of curated SET entries.

COM1010 Public Speaking (Fall 2015 – Spring/Summer 2017):

“Annisa is a very good instructor. She is helpful, resourceful, and attentive. Overall she has done a great job of helping me understand the course materials.”

“I do not really like speaking in public, but Ms. Ro taught it well enough to the point where I am comfortable speaking in public.”

“The instructor was clear and organized, and very enthusiastic about the subject. The grading is fair with lots of opportunity to succeed.”

“Ms. Ro was very clear and helpful, she was always ready when class started, she was very organized with information. We had a great amount of group work.”

“Instructor was very enthusiastic. Lots of group interaction. Excellent rapport with everyone.”

“Professor was very clear on her expectations & she was very organized. For an 8:30 am class, she worked to keep us excited & therefore shared her enthusiasm for the class.”

“She is a great teacher. She is very enthusiastic and very helpful. She is understanding of any problems we may have and is caring.”

COM4210 Research Methods (Winter 2018):

“Annisa was very helpful + made herself available to students.”

“Instructor was very patient and gave step by step instruction, very fair, explained in detail why something was graded.”

“Annisa was always available to answer questions. She helped during her office hours. I would not have been able to pass my assignments otherwise.”

“Rochadiat is always willing to help. She was very understandable and prompt throughout the course.”

“Always have the best attitude towards her students, she has great patience.”

Summary of SET's
Annisa M.P. Rochadiat
Fall 2015 – Winter 2018

Term	Course	Q1	Q2	Q24	Mean Sum	Student Profile A	Student Profile B	Mean Sum Student Interest
F 2015	COM1010 (Public Speaking)	3.5	3.5	3.5	10.5	3.3	3.1	6.4
F 2015	COM1010 (Public Speaking)	3.6	3.6	3.9	11.1	2.9	2.8	5.7
W 2016	COM1010 (Public Speaking)	4.0	3.6	4.3	11.9	3.1	2.9	6.0
W 2016	COM1010 (Public Speaking)	3.9	3.5	4.2	11.6	3.1	2.9	6.0
F 2016	COM1010 (Public Speaking)	3.9	3.6	4.4	12.0	3.0	2.9	5.9
F 2016	COM1010 (Public Speaking)	4.1	4.1	4.3	12.5	3.4	3.4	6.8
W 2017	COM1010 (Public Speaking)	3.6	3.5	4.0	11.0	3.1	3.1	6.2
W 2017	COM1010 (Public Speaking)	4.1	3.8	4.6	12.6	3.2	2.8	6.0
S 2017	COM1010 (Public Speaking, APEX Summer Bridge)	4.5	4.5	4.9	13.9	3.6	3.3	6.9
W 2018	COM4210 (Research Methods)	4.2	4.4	4.0	12.5	3.1	2.9	6.0

Q1: "How would you rate this course?"

Q2: "How much have you learned in this course?"

Q24: "How would you rate the Instructor's teaching of this course?"

Graphic Representation
Wayne State Student Teaching Evaluations
Fall 2015-Winter 2018
(10 classes total)

