

My goal as a social work educator is to support students to claim their place in the social work profession. For me this means that students will not only adopt the core knowledges and skills expected of social workers, but that they will be able to adapt these to the concerns of diverse communities and be prepared to communicate their own visions for the future of social work as a social justice profession. I invite students to take ownership over their own learning by charting their learning journeys, creating opportunities for care and connection, skills practice, and offering diverse perspectives on course topics. I have applied these strategies to research and practice coursework with diverse students both in U.S. university and Nepali non-profit settings.

Charting a journey refers both to setting a course and mapping what was found. At the beginning of any course I teach, I ask students to write about their hopes and expectations for our work, as well as the resources they bring. At the end of each class, I ask students to anonymously write their major takeaways and questions. I then incorporate students' goals, resources, and questions to plan future classes. For instance, several students in my bachelor's level practice course cited previous theory coursework as a resource that they can draw on for social work assessment. In the following week, I asked students to collectively create a conceptual map of the theories that they had learned in the previous year. By talking through these theories and drawing connections between them, students were able to consider how the theories inform the assessment process. Course evaluations reflected appreciation for such strategies. One student wrote: "Really enjoyed the structure of this class and the teaching style. Being able to reflect as a class was useful in knowing similar struggles and ways of improvement. I liked how student driven this class was. Great Professor!!"

I invite students to co-create a supportive learning community by providing opportunities for them to experience care and connection with themselves, one another, and with me. For example, I start each class by asking students to state a word (sometimes a color, a type of weather, a kind of car, etc...) that describes where they are in the moment. This activity not only grounds us for our work together, but helps me to be attuned to group stress, such as when the entire class was anxious about an upcoming mid-term or the impacts of COVID-19. In feedback, my students have expressed appreciation for these strategies. For example, in Spring 2020, several students sent me an email which stated, "We're just reaching out to let you know we have a lot of gratitude for your teaching style and care for us as a class. It has been so clear to us throughout the quarter that you want to support us as much as you can during such stressful times. Thank you for all you do."

Skills practice offers opportunities to assess student learning and for students to develop flexibility by applying course skills to a variety of situations. Some skills practice activities assess foundational knowledge and skills (such as identifying independent/dependent variables in research) while others offer scope for creativity. For example, in my research course in Spring 2020, I asked students to upload a picture of their favorite mug to an online platform, alongside brief responses to qualitative and quantitative prompts. In small groups, students used the data to conduct thematic, content, quantitative, or mixed methods analyses. They reported insightful themes, graphs, and statistics back to the class. The lead instructor who observed and evaluated a different session of my research course wrote, "Claire did a wonderful job of being present for the students and this included answering questions and making sure that students understood concepts – not especially easy as the

day's topic was inferential statistics! The students clearly were connected to Claire, felt comfortable asking questions, and appeared confident and reassured by answers/feedback. Throughout the quarter, Claire was so amazingly creative in her teaching."

I integrate diverse perspectives, including anti-racist, intersectional feminist, and indigenous perspectives throughout each course I teach. I do not single students out to share their experiences or educate the class, but when they do share their perspectives, I treat these as opportunities to deepen our learning together. These efforts, I believe, support students who identify with marginalized groups to claim their place in the university and in our profession. They also support students who, like me, are white or otherwise privileged, to let go of the idea that there is a single correct answer to many social work questions. In courses I teach in the coming year, I plan to sustain this sense of possibility by "passing the microphone" to students at the end of class, so that they engage in discussion of the day, including resonances, elements needing further emphasis, and applications of their learning.

In general, students have appreciated the teaching strategies described above. Median scores that specifically addressed my teaching in the remote master's level research course (Spring 2020) ranged from Very good (4.0) to Excellent (5). Median scores of the bachelor's level practice course I taught at Eastern Washington University (Fall 2019) were Excellent (5). I am prepared to teach foundational practice courses; theory; and research, including participatory, quantitative, feminist, and advanced qualitative research methods at the bachelors, master's, and doctoral levels. If given the opportunity, I intend to apply for a grant with the Katherine A. Kendall Institute to develop coursework on transnational social work theory and practice, which would have applications both within the United States and abroad.