Candidate's Statement

Under the terms of my appointment as a Teaching Professor, 80% of my responsibilities are in teaching, and 20% in service. The majority of my attention is therefore directed towards my large undergraduate courses, especially towards evidence-based strategies to make course structures flexible and accessible to meet the many diverse needs of my students. I also disseminate my work so that other teachers of undergraduate linguistics and other social sciences may learn from my experiences.

Accessibility and Blended Learning
The largest of my courses are the two Introduction to Linguistics classes, which enrol between 300 and 600 students each year. These courses serve as prerequisites to the majors in Linguistics and Cognitive Science of Language and are also popular electives, which means that the student body is drawn from all levels and all programs. To address inconsistencies across the course around timetabling and teaching assistants, in 2014-15 I converted the courses from a lecture + tutorial format to a blended format. (Please see my portfolio at *candersonteachingprof.ca* for a brief tour of the on-line components of the class.) I created video lectures that are available in the Learning Management System. Students prepare for class by watching the assigned videos and reading from the textbook, and the class periods include active-learning exercises, discussion questions, and clicker questions. Students also complete weekly quizzes on-line. While the blended format mitigated the disparities associated with the tutorial format, it also allowed me to include accessible components throughout the design of the course, such as video captions, customized time limits on quizzes for students with varying needs, and an on-line forum for students to ask questions, among others. The accessibility features of these large courses were featured in the *Forward with Flexibility* training materials produced by McMaster's Equity and Inclusion Office.

One of the most popular components of the course is the weekly checklists, which I wrote about for the journal *College Teaching* (Anderson, 2017). I also conducted a qualitative study of student learning in the phonology part of the course, which was published in the *Teaching Linguistics* section of *Language* (Anderson, 2016). I used the findings of that study to update the way I taught phonology in the Intro course.

Once the blended redesign of the courses was complete, I realized that a sizeable remaining accessibility concern was the cost of the commercial textbook, which had risen to $147. In 2017-18, I was awarded a $15,000 grant from eCampusOntario to adapt my on-line materials into an Open Access eBook, *Essentials of Linguistics*. I will use this new, free eBook in Ling 1A03 & 1AA3, and it will also be hosted on eCampusOntario's textbook portal, freely available to any student or instructor to use or adapt. In recognition of my work creating this resource, I received the OUSA Teaching Award in March 2018.

Active Learning Classroom
While I had been gradually reshaping my second-year Psycholinguistics course (Ling 2PS3), the biggest changes came when I had the opportunity in 2017 to teach in one of McMaster's new Active Learning Classrooms (ALC). Drawing from the literature on the ALC summarized in Baepler et al. (2016), I incorporated a team-based learning (Sweet & Michaelsen, 2012) component into the course. Because much of the existing literature on the ALC is based in STEM courses, I partnered with an Honours Thesis student, Nadia Bachar, to gather evidence about students' experience in this social science course. The 2018 version of the course will include some updates based on Nadia's findings, and I have recruited another student partner to gather data from that cohort. Once I have data from two years of the class, I will write up my findings for submission to a journal, to contribute a social science point of view to the ALC literature.

SoTL in Program Review
In 2016 I was selected as a member of a collaborative writing group organized by SoTL Canada. This group wrote a paper (Miller-Young, Anderson et al., 2017) that advocated for SoTL scholars to bring the principles and findings of the Scholarship of Teaching and Learning to decision-making at every level of the university. Motivated by that argument, when the Department of Linguistics & Languages was scheduled for the IQAP program review process, I worked to approach the self-study and review process using the principles of SoTL. With funding from the MacPherson Institute, I partnered with two undergraduate students, Julia Varanese and Paige McKenny, to conduct qualitative research on students' experiences in the Honours B.A. programs in Linguistics and Cognitive Science of Language. Paige and Julia gathered qualitative data from focus groups and interviews, transcribed and coded the data, and interpreted it alongside the quantitative data provided by the university. Our findings led to several small but positive changes within the undergraduate programs, and will inform future decisions about the shape of the programs. Paige and I presented a workshop about our partnership at the Research on Teaching and Learning conference in November 2017 and are currently writing a paper for submission to the *International Journal for Students as Partners*; our paper will report on our experience of partnership so that other faculty members and administrators undergoing a cyclical review might consider engaging in partnership with students for the review process.

The two themes that link all of my teaching and scholarship are working in partnership with students, and working towards equity and accessibility for all students. While the work documented in this portfolio (and at *candersonteachingprof.ca*) illustrates how these themes have informed the recent years of my career, I anticipate that partnering with students to strive for equitable learning conditions will be the primary motivator for the next decades of my career as well.

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