Philosophy of Teaching Statement

At the core of all activities relating to teaching lies the idea of inductive knowledge transfer by which I mean that I integrate interactive tasks into classes to motivate students and to create an environment which favors sustainable learning experiences.

It is particularly important to me to be available to students which is why I practice an open-door policy and arrange regular meetings with students. I have made the experience that the frequency of meetings correlates with positive outcomes of term papers. However, meetings are often arranged via Skype as many issues can be discussed from home and modern technology renders physical presence - at least partly - obsolete.

I often make use of corpora in class, for instance, to detect cultural changes using the *Corpus of Historical American English* (COHA). This approach receives very positive feedback from students as they can check statements in real time and test whether their own perceptions are backed up by empirical data.

I encourage students to pursue their own empirical research and to adopt the design, format, style, and approach from established journals for their term papers and dissertations. I highly recommend empirically testing well defined hypotheses or replicating papers. On a related note, I encourage students to present their own research at conferences. Indeed, I consider letting students be part of ongoing research extremely valuable not only for me but also for students. For instance, four students, whose BA-theses I supervised, have presented their BA-theses at the Norddeutsche Linguistische Kollooquium.

In my courses, I make use of e-learning environments, software applications, screencasts which I provide on my YouTube channel `CorpLingMS`, and tutorials on linguistic issues which I provide as resources on my personal homepage (`www.martinschweinberger.de`).

During my stay at the Leuphana Universität Lüneburg, I developed the e-learning course *Corpus Linguistics: Focus on Academic Language* which consists of seven sessions and includes videos, practical exercises, required readings, quizzes, and discussion fora and aimed at enabling students to apply corpus linguistic methods.

I integrate innovative methods in my classes such as activity slots and short summaries to present the contents of journal articles or linguistic concepts. Short summaries present the major aspects of journal papers in less than ten minutes and for activity slots students create activities such as table quizzes, worksheets, group work, etc.

Whenever possible, I have asked external institutions to evaluate my courses to receive feedback which I use to improve my style of teaching. I am always glad to refine my skills as a teacher and aim to create better courses each semester.