

## Teaching Statement

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Instructors often grapple with questions related to effective teaching. How can instructors promote active learning in the classroom? How can instructors create environments that are both challenging and inclusive? And what can instructors do to equip their students with generalizable skill sets? I currently teach courses on Leadership and Negotiation to undergraduate students at UNC Chapel Hill's Kenan-Flagler Business School. Before that, I taught courses on Negotiation to MBA students at Duke University's Fuqua School of Business. Currently, I am preparing a Diversity seminar to teach to Ph.D. students in Kenan-Flagler's Organizational Behavior Ph.D. program. Throughout each of these (as well as prior) experiences, I have developed my own answers to these questions. Instructors can promote active learning by using flipped classroom techniques, they can promote inclusive environments by using cooperative learning techniques, and they can promote the development of generalizable skill sets by using instructional scaffolding.

To foster active learning in the classroom, my teaching utilizes flipped classroom techniques. In flipped classrooms, students learn about course concepts *before* each class, rather than during each class. For example, students in my Diversity seminar will read about aversive racism theory before we meet in person to discuss the topic of racism. The purpose of getting students to engage with course concepts before class is to ensure that class time can be reserved for active learning—for considering how aversive racism might influence one's own decision making in the workplace, for example. According to meta-analyses, students in flipped classrooms out-perform students in traditional classrooms on various assessments of mastery (e.g., final grades, standardized test scores; Strelan, Osborn, & Palmer, 2020). Thus, flipped classrooms appear to be viable methods of increasing students' active learning during class time.

To create classroom environments that are challenging yet inclusive, I rely on cooperative learning techniques. Cooperative learning techniques require students to work together to master course material. Students in my Negotiation class, for example, complete negotiation simulations in which they each role-play a particular character. In simulations such as these, students who perform the best—and who in turn learn the most from the assignments—are those who share information with one another. In this way, the simulations themselves are structured to incentivize cooperative learning behaviors. According to meta-analyses, students in cooperative learning classrooms (vs. independent learning classrooms), tend to exhibit higher levels of classroom achievement as well as more positive intergroup attitudes (Roseth, Johnson, & Johnson, 2008). Thus, cooperative learning techniques serve to promote both achievement and inclusive attitudes among students.

Finally, to equip students with generalizable skill sets, I use instructional scaffolding. Instructional scaffolding is a technique in which instructors first teach the lower-order building blocks of course concepts before teaching the higher-order applications of course concepts. As an example, for two years I helped teach Northwestern University's graduate-level statistics coursework in the Department of Psychology. Rather than teaching about statistical tests (*t*-tests, ANOVAs, correlations) as independent tools, I liked to teach about these tests as variations on the *same* tool: the general linear model. A two-way ANOVA, for instance, can be taught as a linear model with three categorical predictors. Training Ph.D. students with instructional scaffolding paves the way for students to learn about more complex modeling techniques down the road, like mixed- or multi-level modeling. Generally, scaffolding (vs. topic-by-topic teaching) has been shown to have large effects on student learning (Doo, Bonk, & Heo, 2020). Thus, instructional scaffolding appears to be a reliable method of equipping students with generalizable knowledge.

In summary, teaching in higher education can be enhanced by use of various pedagogical techniques. Flipped classrooms provide a reliable means of enhancing student comprehension of course material. Cooperative learning techniques have been consistently linked with more positive intergroup attitudes among students from differing backgrounds. And finally, instructional scaffolding has been associated with deepening students' understanding of complex topics. My teaching to date has leveraged these techniques to make my instruction as effective as possible—to turn students into active learners, empathic peers, and problem-solvers with generalizable skill sets.

## Student Comments

*“Professor Petsko does an excellent job of delivering the material in an exciting way and regularly has interactive activities and discussions to both keep the class engaged and help us understand the material. I also like how Professor Petsko uses real-world examples to show us how course content relates to our future careers and decision-making, like with the Mount Everest activity and story. Professor Petsko shows that he really understands college students and the class atmosphere, and he knows how to engage and work with us. It would be easy for this class to be dry and boring because a lot of the information seems straightforward and “common-sense,” but Professor Petsko always finds a way to make each day fun and easily throws humor into class. He is clearly passionate about the material and about his students. I’m grateful to have him as my professor this semester and I would highly recommend him to other students registering for classes.”*

*“Professor Petsko was incredible at creating an inclusive environment. I know that several students in this class, myself included, were concerned that this would be an overly competitive class that would be nerve-racking to participate in, but it was actually very inclusive. Petsko reminded everyone that we are all here to learn and improve and we all stated why we were taking the course and it turns out most of us just wanted to gain confidence in our negotiating skills. It was a very respectful class in which we genuinely tried to negotiate a best-case for everyone as if it were a real world setting and not just a one-off competition. He did a great job of teaching us about how different people have differing perspectives and how that might impact their behavior. He made every student feel comfortable sharing with the class how their negotiations went, even if it did not go well. A 10/10 professor!”*

## Course Ratings

### *Course Ratings from All Courses Taught as Instructor of Record*

<b>Year</b>	<b>Course Title</b>	<b>University</b>	<b>Student Type</b>	<b>Rating</b>
<b>2024</b>	Diversity at Work	UNC	Ph.D. student	--- / ---
	Leading and Managing	UNC	Undergrad	4.89/5.00
	Leading and Managing	UNC	Undergrad	4.55/5.00
	Negotiation	UNC	Undergrad	5.00/5.00
<b>2023</b>	Negotiation	UNC	Undergrad	4.89/5.00
	Negotiation	Duke	EMBA	6.94/7.00
	Negotiation	Duke	EMBA	6.35/7.00
	Leading and Managing	UNC	Undergrad	4.83/5.00
	Leading and Managing	UNC	Undergrad	4.89/5.00
<b>2022</b>	Negotiation	Duke	Full-Time MBA	6.35/7.00
	Negotiation	Duke	EMBA	6.53/7.00
	Negotiation	Duke	EMBA	6.30/7.00
<b>2020</b>	Negotiation	Duke	EMBA	5.65/7.00
	Negotiation	Duke	EMBA	5.34/7.00
	Stereotyping and Prejudice	Northwestern	Undergrad	6.00/6.00

*Note.* All UNC courses were taught in the Kenan-Flagler Business School; all Duke courses were taught in the Fuqua School of Business; the Northwestern course was taught in the School of Professional Studies. The Ph.D. seminar on Diversity at Work is currently in preparation and will be taught in the Fall of 2024.