

Teaching Portfolio

Corinne Kentor, Ph.D.

This portfolio contains:

- Statement of Teaching Philosophy
- Teaching Experience
- Evidence of Teaching Effectiveness

For more information about my teaching, including example materials, please visit this webpage. Full student evaluations can be found in [this Dropbox](#).

Statement of Teaching Philosophy

In my classes, I facilitate opportunities for students build foundational skills as they hone their scholarly perspective. Students develop critical theoretical literacy through consistent engagement with assigned materials, their classmates, the instructor, and their own work. While my syllabi are organized around concrete themes, I introduce key concepts through open-ended discussions featuring materials that challenge the assumptions embedded in assigned texts. For example, I often pair readings with blogs, podcasts, video clips, music, children's literature, and memoirs. In unpacking these materials, students are able to practice different ways of communicating about a topic. At the same time, they are encouraged to see themselves as active participants in a broader interdisciplinary dialogue that crosses over into different academic and professional spheres.

My teaching is rooted in the belief that learning is fundamentally dialogical. I leverage active self-assessment tools, including single-point rubrics and reverse outlining assignments, to help students break down the mechanics of authoritative writing. Reverse outlining builds in opportunities for students to practice thinking about their work as part of a broader intellectual conversation while developing their scholarly voice. Meanwhile, interactive single-point rubrics allow me to tailor my feedback to students' individual needs and interests while fostering conversations about the relationship between voice, organization, evidence, and argument. For example, students may feel that they have not developed a strong argument, whereas I might believe an otherwise compelling point is obscured by a confusing structure. In reflecting on the benefits of interactive assessments, students have praised the "thorough, challenging, and helpful" nature of my feedback, which helped them to build confidence in their writing.

My classes encourage collaborative learning, mirroring the partnerships students will utilize as working professionals. For example, in my Globalization, Mobility, and Education course at Boston College, students interviewed practitioners about their work in immigrant education. They then wrote thematic memos leading to an analytical essay and submitted those documents, along with a transcript of their interview, for feedback. Throughout the course, students worked in teams to develop collective takeaways and provide peer feedback on each assignment. This approach helped students build relationships with one another, even though the class was conducted online. In their evaluations, students highlighted the benefits of the course structure, with one sharing, "I loved the overall collaborative nature of this course which included everything from our collective takeaways to the peer feedback we would give each other on our policy memos." Assignments like these allow students to practice a variety of skills while facilitating deep conversations about the kind of immigration professionals they wish to become.

As a teacher, I prioritize consistent and meaningful interaction with my students. I take care to scaffold assignments and provide opportunities for mid-term check ins. This approach helps me build relationships with students that last beyond the scope of the semester – whether that means seeing students enroll in future classes I teach in the department, connecting with them on independent research projects, or serving as a mentor after the end of the term. I model the reflexivity I encourage students to leverage while in my class by analyzing assignments and adjusting the scope of my instruction accordingly. Assessments thus become a true opportunity for me to assess students' learning in a low-stakes, experimental environment. Students are able to take risks, respond to feedback, and explore new ideas and modes of communication. At the same time, my syllabus design allows this experimentation to take place within a clear framework that ensures students leave ready to operationalize their knowledge.

Teaching Experience

*courses taught online
(G) Graduate
(U) Undergraduate
(x) Number of times taught

Harvard Graduate School of Education

- BV101: Evidence (2x) (G)*

Boston College Lynch School of Education and Human Development

- Globalization, Mobility, and Education (G)*

Barnard College

- Social Contexts of U.S. Immigrant Belong and Exclusion: Law, Policy, and Education (U)*
- Educational Foundations (U) (5x)
- Investigating the Purposes and Aims of Education Policy (U)*
- Education in a Polarized and Unequal Society (U)*

Teachers College, Columbia University

- Language, Cultural Politics, and Education (G) (2x)
- Culture and Communication (G)

Student Project Supervision

- Supported graduate students in completion of qualifying masters projects and dissertation proposals as a Writing Consultant at the Teachers College Graduate Writing Center.
- Supervised team of 8 undergraduate research assistants and provided training on qualitative research design and execution. Students drafted and submitted Institutional Review Board applications, wrote interview protocol, conducted interviews, and learned coding techniques. For some, this project formed the basis of their senior thesis.

Workshop Facilitation

- **“Introduction to Academic Writing”** (Department of Math, Science, and Technology Studies at Teachers College, Columbia University)
- **“Introduction to Academic Writing”** (Department of Curriculum and Teaching at Teachers College, Columbia University)
- **“Writing for Doctoral Students”** (Office of Doctoral Studies at Teacher College, Columbia University)
- **“Introduction to Literature Reviews”** (Graduate Writing Center at Teachers College, Columbia University)

Evidence of Teaching Effectiveness

In this section of the teaching portfolio, I provide summative takeaways that demonstrate my growth and effectiveness as an instructor. Full student evaluations can be found in [this Dropbox folder](#).

Quantitative Feedback

Undergraduate Teaching

In the chart below, you can find quantitative highlights from my course evaluations at Barnard College, as compared with the institutional average. The categories were lifted from the standard evaluation criteria used across the College.

Between 2019 and 2021, my growth as an instructor is evident. Students highlighted my ability to stimulate participation and raise challenging questions, notable developments considering the impact of the COVID-19 pandemic and the shift to virtual instruction.

Evaluation Category	Instructor Rating	Institutional Average	Instructor Rating	Institutional Average
	2019 (85% response rate)		2021 (69% response rate)	
Overall effectiveness	4.83	4.04	4.88	4.21
Ability to clarify course material	4.89	4.05	4.84	4.22
Effectiveness in answering questions	4.89	4.08	4.80	4.24
Ability to raise challenging questions	4.80	3.99	4.88	4.19
Feedback on students' work	4.80	3.94	4.76	4.15
Ability to stimulate student participation	4.49	3.88	4.67	4.11
Feedback on assignments and examinations	4.89	3.92	4.83	4.16
Ability to communicate effectively with students	4.91	4.08	4.76	4.26

Graduate Teaching

In the chart below, you can find quantitative evaluations from my teaching at the Boston College Lynch School of Education and Human Development. The categories were lifted from the standard evaluation criteria used across the College.

Students highlighted my ability to encourage enthusiasm about the subject matter, as well as my preparation for class and clear respect for students. Overall, students rated my instruction highly, at 4.92 (as compared with the 4.37 institutional average).

Evaluation Category	Instructor Rating (92% response rate)	Institutional Average
The instructor was well prepared.	4.92	4.63
The instructor was available for help outside of class.	5.0	4.61
The instructor returned assignments/tests conscientiously.	4.75	4.48
The instructor showed enthusiasm about the subject matter.	5.0	4.76
The instructor stimulated interest in the subject matter.	5.0	4.57
The instructor's explanations were clear.	4.58	4.44
The instructor treated students with respect.	5.0	4.73
Overall instructor rating	4.92	4.37

Qualitative feedback

In their comments, students provide more context for the scores above. They emphasize my skill in providing written feedback, leading insightful discussions, and facilitating a collaborative classroom atmosphere. They also draw attention to the mentorship they received while enrolled in my courses.

I have provided examples of qualitative feedback from undergraduates and graduate students and from students enrolled in in-person and online courses. As above, full student evaluations can be found in [this Dropbox folder](#).

[Corinne] went above and beyond giving feedback on assignments, returning them promptly and with thoughtful comments. She always made herself available to discuss and clarify assignments and was open to talking about the course readings, the course in general, grad school, or just life. She raised thought-provoking questions in discussion section and was good at synthesizing material and pointing out connections across readings.

(Undergraduate student enrolled in an in-person course)

Corinne is a truly gifted instructor and amazing mentor. The classes she led on immigration and education were some of my favorites in this course—and that's saying a lot, because I loved almost every class in Education Foundations. Every discussion session was thought-

provoking. Corinne was able to push and challenge my thinking and was deeply knowledgeable about a variety of nuanced subjects...she gave thoughtful and detailed feedback on every assignment and was willing to help us students navigate a career in education as well as the academic requirements of this course.

(Undergraduate student enrolled in online course)

Intellectual rigor and critical thinking that it encouraged. I personally really enjoyed all the readings, content, and the discussions we had in our live classes. I also liked that Corinne held us to a high standard in our writing.

(Graduate student enrolled in online course)