

## **Teaching Portfolio**

My research inspires and motivates my teaching. My experience as a teaching assistant and independent instructor has prepared me to teach a variety of introductory and upper-level courses in International Relations and Comparative Politics. I served as a teaching assistant for four semesters in “Politics of the Developing World,” and “Introduction to Peace Studies,” and as an independent instructor for five semesters in “Global Politics” (a foundational course in International Relations). As an instructor, I aim to demonstrate the same high level of support and enthusiasm that my professors have shown me throughout my academic career. As an Assistant Professor, I look forward to serving as an instructor and mentor for graduate and undergraduate students. Through my teaching, I strive to help students become critical and independent thinkers who 1) understand complex and oftentimes conflicting social scientific theories, 2) are capable of synthesizing their own thoughts on these theories logically using available evidence, and 3) are proficient at applying their thoughts to real world issues.

As a teacher and mentor, I aim to communicate the complexity of social scientific debates, which typically lack a single “correct” answer. I strive to help my students understand the many facets of social scientific debates, including the competing arguments that comprise these debates as well as the evidence associated with each of these arguments. Understanding this is key if students are to develop into independent thinkers who are capable of critically analyzing social and political processes. To help my students achieve this, I urge them to think about the different factors that may impact a given outcome and to critically assess the evidence for each potential explanation. While encouraging my students to become critical and independent thinkers, I also aim to maximize their comprehension of the topics discussed in class. Ensuring comprehension is especially important in courses that cover large amounts of material and in which the material builds on itself throughout the semester. Further, comprehension is absolutely necessary if students are to critically assess social scientific debates. Debates within social science are often complex and nuanced, and confusion early on will tend to intensify throughout the semester if not identified and resolved promptly. By providing my students with a strong understanding of the topics discussed in class, I aim to provide them with the knowledge they need to critically assess the key issues and debates within social science.

As complementary as these goals are, achieving both in the context of a single semester can sometimes pose a challenge. During a single semester, there is often not sufficient time to achieve strong comprehension of all extant debates on each topic covered. In these cases, it is

typically the job of the instructor to indicate the “correct” answer, even when doing so is contrary to the notion that there is not a single obvious correct answer. In my course on “Global Politics,” I overcome this challenge by hosting in-class discussions, in which I challenge the students to situate themselves in the context of the various perspectives comprising the major social scientific debates learned in class. Throughout the semester, I encourage students to become “experts” on the different perspectives within these debates, their assumptions, and the evidence for and against them. During our class discussions, I ask students to articulate informed (evidence-based) arguments for and against these perspectives, and invite them to bring up alternative perspectives not discussed in class. In so doing, I aim to provide students with dedicated class time in which they may 1) improve their comprehension of the competing perspectives comprising key debates within political science and 2) practice articulating their own thoughts on complex social scientific debates, while grounding their positions logically in the available evidence.

An additional goal of my teaching is to help students apply the course material to real world issues. I often find that my students are motivated by deep interests in current social, political, economic issues. To support these interests, I frequently connect the debates and perspectives covered in my course to real world issues. I follow several methods to ensure that my class remains relevant to issues in the real world. First, I often incorporate examples from current events into my lessons. In so doing, I encourage my students to think about real world events logically in the context of competing perspectives we have learned in class. As an end-of-semester assignment, I ask my students to find a news article that interests them and, in a short essay, discuss how it is relevant to a topic or scholarly debate we learned in class. In these ways, I consistently emphasize the close relationship between social science and the real world. In so doing, I aim to help students apply the concepts studied in class to real world problems.

## **Student Evaluations of Instructor**

The Ohio State University encourages students to provide online evaluations of their instructor. In this section, I provide my evaluations from my experience as an independent instructor.

At Ohio State, I was an independent instructor for Global Politics, an introductory survey of the major issues in International Relations (IR), seven times during Fall, Spring, and Summer semesters. This course draws on an IR perspective to examine the many facets of global politics, including how they are organized and operate. It addresses the key issues around which International Relations revolve, with a special emphasis on the different debates and perspectives within the subfield regarding the nature of international relationships. Throughout the semester, I frequently connect these debates and perspectives to real world issues, emphasizing the often dramatic ways in which international relationships affect people's lives on social, political, and economic dimensions.

In the evaluations that follow, students are asked to assess my teaching of this course. Student evaluations involve two parts, both of which are optional for students. First, students are asked to assess my teaching on number of dimensions in a scale from 1 to 5, with 1 being low and 5 being high. Second, students may leave written comments regarding my performance as their instructor. Below, I include student responses from both parts of the evaluation process.

## Spring 2017 (15-week semester)

Response rate: 53.7 % of 54 enrolled

Were student ratings for this report collected on the web? Yes

Date of Report: 09/05/2017

*Response scale is Likert-type with "5" being high and "1" being low*

	<u>N</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N/A</u>
<b>Instructor's preparedness, organization of material, and clarity of presentation</b>							
1. Well organized	29	0 %	3 %	0 %	24 %	72 %	0 %
5. Instructor well prepared	29	3	0	0	24	72	0
9. Communicated subject matter clearly	29	3	0	3	14	79	0
<b>Rapport and instructor commitment</b>							
3. Instructor interested in teaching	29	0	0	3	14	83	0
6. Instructor interested in helping students	29	0	0	0	10	90	0
8. Created learning atmosphere	29	0	0	3	24	72	0
<b>Students' sense of their own learning</b>							
2. Intellectually stimulating	29	0	7	10	34	48	0
4. Encouraged independent thinking	29	0	3	10	24	62	0
7. Learned greatly from instructor	29	3	0	3	24	69	0
10. Overall rating	29	3	0	0	21	76	0

- Gabby was an excellent instructor. I came in with little knowledge on political science. She was able to communicate important material in an understandable way. She was always very positive in class, which was a nice change from other professors. Overall, I thought the class curriculum was okay, but the professor made the class a lot better.
- 3 Gabi was INCREDIBLE. If I'm ever a graduate student TA my standard is going to be her. She was always in a good mood and didn't hide her personality. She had LOADS of examples to help us learn the theories and vocab, we had helpful study guides that didn't just spoon feed the answers to exams, she didn't just read off the slides but was really engaging. Wow, I was so blown away. She should teach a class on how to be a TA or something because she's amazing. Oh! And she would get things wrong sometimes and we got to see her work through things that we would be tested on eventually. It might be weird but I like seeing TAs struggle with stuff too. It just reminds me that a) they're human too and b) this stuff is hard.
- I love Gabriella. She is passionate and always ready to help?
- One of the best professors I have had at OSU! Made the material very interesting and was excited to teach it.
- She is very knowledgeable and well organized!

## Fall 2016 (15-week semester)

Response rate: 69.1 % of 68 enrolled

Were student ratings for this report collected on the web? Yes

Date of Report: 09/05/2017

*Response scale is Likert-type with "5" being high and "1" being low*

	<u>N</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N/A</u>
<b>Instructor's preparedness, organization of material, and clarity of presentation</b>							
1. Well organized	47	4 %	0 %	2 %	40 %	53 %	0 %
5. Instructor well prepared	47	2	0	4	23	70	0
9. Communicated subject matter clearly	47	4	0	2	38	55	0
<b>Rapport and instructor commitment</b>							
3. Instructor interested in teaching	47	2	0	2	15	81	0
6. Instructor interested in helping students	47	2	0	4	26	68	0
8. Created learning atmosphere	47	2	0	6	40	51	0
<b>Students' sense of their own learning</b>							
2. Intellectually stimulating	47	2	2	11	40	45	0
4. Encouraged independent thinking	47	2	4	9	30	55	0
7. Learned greatly from instructor	47	4	0	6	45	45	0
10. Overall rating	47	0	0	6	23	70	0

- Excellent in pretty much every aspect of teaching the material. Class was sometimes a little boring...but probably because it was solely lecture for an hour and half (a little too long, in my opinion). Could have a little more diversified ways of teaching, such as watching videos, more class discussion, field trips, etc. Otherwise Gabby was very friendly, great lecturer, and explained everything well. Was also genuinely interested in getting to know all the students in her class.
- good vibes and energy
- Great instructor. Loved the class. Exuberant energy and personality made coming to class easy and fun
- Really enjoyed being in Gabby's class! She's really passionate about what she teaches and genuinely seems to care about her students.
- The instructor was genuinely interested in teaching and the class was well organized.
- Very enthusiastic and engaging with the content, easy to learn with her.

## Summer 2016 (4-week summer semester)

Response rate: 31.4 % of 51 enrolled

Were student ratings for this report collected on the web? Yes

Date of Report: 09/08/2016

Response scale is Likert-type with "5" being high and "1" being low

	<u>N</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N/A</u>
<b>Instructor's preparedness, organization of material, and clarity of presentation</b>							
1. Well organized	16	0 %	0 %	0 %	31 %	69 %	0 %
5. Instructor well prepared	16	0	0	0	19	81	0
9. Communicated subject matter clearly	16	0	0	0	31	69	0
<b>Rapport and instructor commitment</b>							
3. Instructor interested in teaching	16	0	0	0	13	88	0
6. Instructor interested in helping students	16	0	0	0	13	88	0
8. Created learning atmosphere	16	0	0	6	19	75	0
<b>Students' sense of their own learning</b>							
2. Intellectually stimulating	16	6	6	6	19	63	0
4. Encouraged independent thinking	16	0	6	6	6	81	0
7. Learned greatly from instructor	16	6	0	0	31	63	0
10. Overall rating	16	0	0	6	13	81	0

- As difficult and fast-paced as a 4-wk summer session can be, Gaby does an amazing job of teaching and presenting the material without it seeming rushed. I walked away from this class with an understanding of international relations that I can apply in real world scenarios and a new found appreciation of the complexity of politics. Gaby might be one of the best teachers I've had here at Ohio State.
- The instructor was very enthusiastic about the subject matter, but moved very slowly through the material.
- Great instructor, but classroom was a sauna.

## Spring 2016 (15-week semester)

Response rate: 52.5 % of 80 enrolled

Were student ratings for this report collected on the web? Yes

Date of Report: 09/08/2016

Response scale is Likert-type with "5" being high and "1" being low

	<u>N</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N/A</u>
<b>Instructor's preparedness, organization of material, and clarity of presentation</b>							
1. Well organized	42	0 %	0 %	12 %	26 %	62 %	0 %
5. Instructor well prepared	42	0	0	10	29	62	0
9. Communicated subject matter clearly	42	0	2	10	26	62	0
<b>Rapport and instructor commitment</b>							
3. Instructor interested in teaching	42	0	0	5	10	86	0
6. Instructor interested in helping students	42	0	0	5	19	76	0
8. Created learning atmosphere	42	2	2	17	26	52	0
<b>Students' sense of their own learning</b>							
2. Intellectually stimulating	42	5	5	12	31	48	0
4. Encouraged independent thinking	42	0	0	29	31	40	0
7. Learned greatly from instructor	42	5	5	12	21	57	0
10. Overall rating	42	2	2	10	19	67	0

- Ms. Lloyd was an amazing instructor. The content of this class did not interest me but I took it to fulfill a GE. Ms. Lloyd changed this for me, she made the class interesting and engaging. She taught the information throughly and made sure each student understood. The class was exciting to go to because Ms. Lloyd was in love with what she was teaching us.
- This was my most interesting course this year and reconfirmed why I intend to major in International Studies.
- One of my favorite teachers! She loves her class and it shows. She makes everything understandable by relating it to things I understand. Only thing I wish she did more of was break us up into discussion groups and talk about some of the topics. Overall, I loved my teacher and this class.
- Gaby is absolutely great. She loves politics and I love her enthusiasm in class. She's a fabulous teacher.
- Great class and instructor. Thank you!
- Amazing instructor. Taught the course material excellently and was very enthusiastic. Very glad I had the chance to have Gabriella as my instructor.
- Taught a variety of new things and did it in a clear and effective way. Was very interesting in lecture and was very passionate about the subject. Great instructor.

## Fall 2015 (15-week semester)

Response rate: 65.5 % of 58 enrolled      Were student ratings for this report collected on the web? Yes      Date of Report: 09/08/2016

*Response scale is Likert-type with "5" being high and "1" being low*

	<u>N</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N/A</u>
<b>Instructor's preparedness, organization of material, and clarity of presentation</b>							
1. Well organized	38	0 %	3 %	0 %	34 %	63 %	0 %
5. Instructor well prepared	38	0	3	0	24	74	0
9. Communicated subject matter clearly	38	0	3	0	24	74	0
<b>Rapport and instructor commitment</b>							
3. Instructor interested in teaching	38	0	0	3	8	89	0
6. Instructor interested in helping students	38	0	0	3	8	89	0
8. Created learning atmosphere	38	0	3	3	32	63	0
<b>Students' sense of their own learning</b>							
2. Intellectually stimulating	38	3	3	11	37	47	0
4. Encouraged independent thinking	38	0	3	5	34	58	0
7. Learned greatly from instructor	38	3	3	5	39	50	0
10. Overall rating	38	3	0	3	16	79	0

- Great professor! Seemed like she really loved to teach and was my favorite professor this semester. She was always enthusiastic about the information she was teaching and always wanted to make sure that the students understood the material.
- Very interested in helping others! Interesting how everything connects
- I really enjoyed the class and felt that the instructor created a stimulating academic environment that made me want to be there.
- Ms. Gabriella Lloyd was an absolutely lovely teacher. Her positive attitude and obvious interest in the course material made it fun to learn and easy to understand. I would be happy to enroll again in any course taught by her.
- I love you Gabby, you're such a committed teacher. You've definitely made politics a whole lot understandable and easy to digest for me. Best class I've taken thus far, I'd definitely love to take another class with you!
- Gabby has done a good job at communicating information. She seems genuinely nice and interested in helping the students.
- The instructor is very energetic and makes student feel good.
- I declared a political science major because of this class.
- This was a great class and Gaby is an excellent professor!

## Spring 2015 (15-week semester)

Response rate: 42.9 % of 49 enrolled

Were student ratings for this report collected on the web? Yes

Date of Report: 09/08/2016

*Response scale is Likert-type with "5" being high and "1" being low*

	<u>N</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N/A</u>
<b>Instructor's preparedness, organization of material, and clarity of presentation</b>							
1. Well organized	21	0 %	0 %	0 %	33 %	67 %	0 %
5. Instructor well prepared	21	0	0	0	19	81	0
9. Communicated subject matter clearly	21	0	0	0	24	76	0
<b>Rapport and instructor commitment</b>							
3. Instructor interested in teaching	21	0	0	0	5	95	0
6. Instructor interested in helping students	21	0	0	0	14	86	0
8. Created learning atmosphere	21	0	0	0	29	71	0
<b>Students' sense of their own learning</b>							
2. Intellectually stimulating	21	0	0	19	33	48	0
4. Encouraged independent thinking	21	0	0	10	24	67	0
7. Learned greatly from instructor	21	0	0	5	43	52	0
10. Overall rating	21	0	0	0	19	81	0

(I did not receive any comments from students this semester.)

## Fall 2014 (15-week semester)

Response rate: 57.6 % of 59 enrolled

Were student ratings for this report collected on the web? Yes

Date of Report: 12/29/2014

*Response scale is Likert-type with "5" being high and "1" being low*

	<u>N</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>N/A</u>
1. Well organized	34	0 %	0 %	6 %	29 %	65 %	0 %
2. Intellectually stimulating	34	0	0	12	29	59	0
3. Instructor interested in teaching	34	0	0	3	15	82	0
4. Encouraged independent thinking	34	0	0	9	47	44	0
5. Instructor well prepared	34	0	0	9	21	71	0
6. Instructor interested in helping students	34	0	0	3	18	79	0
7. Learned greatly from instructor	34	0	6	9	24	62	0
8. Created learning atmosphere	34	0	0	12	29	59	0
9. Communicated subject matter clearly	34	0	0	12	24	65	0
10. Overall rating	34	0	0	9	26	65	0

(I did not receive any comments from students this semester.)