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TEACHING PHILOSOPHY

I decided to become a college professor at the beginning of my sophomore year of undergraduate studies. Immediately, I began to observe the pedagogical methods of my professors closely. Additionally, I took education courses and teaching practicums through the Office of Graduate Teaching Excellence at the University of Iowa, which spawned many more ideas about effective teaching styles. I also attended a workshop on the Harvard Case Method that has greatly impacted my approach to teaching business communication.

Combining everything I have learned from all of this training and experience, my strategy for teaching business communication students can be summarized into three steps: **immersion, instruction, and implication.**

My lectures begin with **immersion**. Inspired by the Harvard Case Method, I give the students a managerial communication scenario that calls for them to produce a short written or oral deliverable. Once enough students have completed it, I ask a few to share their responses with the class. To inspire discussion, I ask the entire class to rate the responses and justify their ratings. Communication is complex, so students will often disagree about ratings. Through their disagreements, I inductively teach principles about communication.

When the discussion has reached its saturation point for introducing ideas inductively, I present a short, prepared lecture to provide systematic **instruction**. I offer theories, examples, and structured concepts to help the students gain new insights into the scenario and business communication. I use their responses from the scenario as call-back examples to show how the students applied or could have applied the concepts.

After I deliver the systematic instruction, we revisit the initial scenario or introduce a new one for conceptual **implication**. Depending on how much time remains in the session, I either have students produce a new deliverable for the scenario, or we discuss it hypothetically as a class. Either way, I ask them to think about the implications of the concepts introduced to them and how they would respond to future scenarios.

Overall, my typical lecture has three phases: **immersion, instruction, and implication**. I immerse my students into a scenario to enable inductive and systematic instruction. This active learning experience enables them to see the conceptual implications in their future business interactions clearly.