MATTHEW J. BIETZ
TEACHING STATEMENT

I am drawn to an academic career because the university is a space where people of different backgrounds and experiences can come together to discuss and share ideas. As a teacher I appreciate the opportunity to bring students into those discussions to share what we know with each other.

I have had the opportunity to teach in both Music and Information Science, and at both the undergraduate and graduate level. At the State University of New York at Stony Brook, I was a teaching assistant for undergraduate Music Appreciation classes, where I both taught lectures and led discussion sections. After several semesters, I was given the opportunity to be an instructor for my own Music Appreciation class. Most Music Appreciation classes are taught chronologically, which works well in the typical semester-long class. However, as this was a summer class, a chronological syllabus would have covered hundreds of years of history in a single week. This gave me the opportunity to rethink the syllabus and address a key difficulty with the typical syllabus—students find it difficult to see the relevance in music from hundreds of years ago and the other side of the world. Instead of focusing on specific time periods, I developed a new syllabus arranged around thematic commonalities. A topic like "vocal acrobatics" could bring together Mozart's "Queen of the Night" aria, Qawwali music from Pakistan, scat singing in jazz, and contemporary pop singers. By making connections across historical, cultural and genre boundaries, the students were able to relate to music that might otherwise have seemed quite foreign.

I also taught a class in Ear-training and Sight-singing for incoming students who wanted to study music but needed further preparation before being admitted to the major. The students found the skills taught in this class very difficult for a variety of reasons. Some of these students were gifted musicians who had never learned to read music. Others had not developed the necessary skill of transcribing music they heard. In order to teach across the broad range of student capabilities, I had to carefully consider my teaching strategies and tailor them to the individual students. It is important to understand where students are coming from and teach to their backgrounds and abilities.

At the University of Michigan School of Information, I was a teaching assistant for "Evaluation of Systems and Services" and "Design of User Interfaces." In these classes I graded assignments and exams, and periodically lectured and led discussions. Both of these classes were structured around group projects, enhancing the learning process with active participation and engagement with the design and evaluation techniques we were teaching. A significant portion of my duties involved working closely with individuals and groups as they planned and completed their projects. I not only helped the students understand and apply the class materials, but also advised them on project management and team processes. I received strong evaluations in these classes, with 87% of my students responding either "Agree" or "Strongly Agree" to the statement, "Overall, the instructor was an excellent teacher."

I believe that teachers have an important responsibility to support diversity, and the university provides an opportunity to increase participation of underrepresented groups, especially in science and technology fields. At the University of Michigan I worked with the Cultural Heritage Initiative for Community Outreach to develop educational materials about Yup'ik culture, and used those materials as part of technology classes with high school students, teaching them to design web sites that expressed their own cultural backgrounds. I also worked with the Institute for Research on Women and Gender to develop the curriculum for *UM-GIRL: Using Math, Girls Investigate Real Life*, a summer course for junior-

high girls to encourage interest in math and technology fields. As a graduate student, I was a board member of the Lavender Information and Library Association, an organization of students, faculty and staff working to increase visibility of LGBT issues in information science. I work to create a learning environment both inside and outside of the classroom in which diverse backgrounds and points of view are welcomed.

I look forward to teaching and developing courses at both the undergraduate and graduate level. I have previously taught classes in human-computer interaction and user interface design. I can also teach classes in Computer-Supported Cooperative Work, interpersonal and organizational communication, information retrieval, information visualization, social, organizational and cultural aspects of information systems, and science and technology studies. I can teach both qualitative and quantitative research methods.

I also look forward to working with individual students and involving them in active research. As a doctoral student, I oversaw undergraduate and graduate students who were helping to run my dissertation experiments and code conversational data. During my post-doctoral work, I supervised several graduate students at the University of Washington and the University of California-Irvine. These students were involved with conducting interviews, performing field observations, doing qualitative data analysis, and designing visualization software. By being involved in research, students learn not just how to think about the topics of interest, but also how to plan and conduct research and contribute to the scientific literature. Providing legitimate opportunities for participation in research helps students become full members of the academic community.

I have a strong commitment to teaching, and I look forward to interacting with students both in and out of the classroom as a faculty member.