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**Statement of Teaching Philosophy for Teach/Tech**  
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I believe deeply in the power of telling stories. Great journalism has always been a critical window into the human condition that people rarely see firsthand. Stories can sow the seeds of compassion, and often are a catalyst for social change.

My teaching philosophy is simple, with a twist: I expose our students to outstanding journalism and send them out on assignments--again, again and again—to bring them to the level where they can write pieces –from short to sprawling –that engage readers.

To stay true to my teaching philosophy, I have learned to roll with a complicated reality: Keeping the classroom fresh and relevant demands that I keep innovating. For these reasons, I decided to create the first asynchronous course at the College of Arts & Sciences. “The Global Beat” became a game changer for our journalism majors studying abroad to fulfill core requirements. We expect that this will improve our four-year graduation rates.

Students learn to be journalists through reporting assignments, observation exercises, exploring diverse neighborhoods, talking with people about pressing issues, and much more. I push students to keep digging--make more phone calls, knock on more doors, go the extra mile, look at the world around you.

Keeping young adults on task with these assignments in NYC is often difficult but sending them to chase stories in multiple, international capitals carries added complications. Roadblocks to reporting abound from cultural differences and language barriers to too much exuberant exploration and debilitating homesickness.

We used technology to meet these challenges. Our Brightspace site provided me with exciting options for setting up an interactive e-book. Every lesson was enhanced with videos, audio, annotated examples, and illustrated lectures, all parceled out in small chunks over 14 weeks.

I found ways to translate in-person collaboration and community-building to an asynchronous setting. Each week, I edit their written assignments – and return them with a recorded audio commentary, explaining why I made specific changes and suggestions.

I also decided to add a synchronous component that became the heart of Global Beat: daily weekday office hours. These live, one-to-one video chats allowed us to model the type of professional conversations that take place between an editor and far-flung reporters.

We had Briggs in Madrid, working on a piece about LGBTQ bookstores. From Prague, Savannah covered students struggling with overspending. Mariam in Abu Dhabi interviewed women entrepreneurs. Through this face-to-face support, I'm able to inject the humor, encouragement, and connection that's the heart of in-person teaching, while steering them to meet the goals of an online course.

As we closed out our last class in the fall semester, I asked students what they learned. A young woman replied in a choked-up voice, "It took most of the semester, but I learned I'm a good writer. I can do this." That's my teaching philosophy put into practice.