



# Kaela S. Singleton, PhD

POSTDOCTORAL FELLOW, DSPAN SCHOLAR

## TEACHING PHILOSOPHY

“Education must not simply teach work. It must teach life.”

– W.E.B. DuBois

“Education is our passport to the future, for tomorrow belongs to the people who prepare for it today.”

– Malcom X

I believe the formation of a neuron's identity is similar to the formation of a professional identity. Both processes are driven by intrinsic and extrinsic factors, which interact to create a mature and unique individual. I believe embracing student's identities and meeting them "where they are" in terms of their intellectual and technical skill set, is the key to helping them find their strengths and introducing students to STEM.

Science education should promote **curiosity**, inspire **critical thinking**, and allow students to **engage in dialogues** with their peers about current topics and trends in research. My lectures and laboratory courses are designed for students to answer the questions presented to them, *and* foster further scientific inquiry. Thus, the integration of scientific principles and curiosity with essential laboratory techniques is the foundation of my teaching philosophy.

Through education I aim to show students the **transferable skills** obtained by participation in lectures, lab and mentored-research experiences. In addition to teaching students written and oral communication, time- and project- management skills, risk assessment, and interpersonal and leadership skills. *My students will become well-rounded leaders with concrete experiences in an wide array of disciplines.*

My teaching experiences also offer platforms to engage in global challenges and discussions. For example: *How does racial trauma affect the brain? How do pandemics disproportionately affect Black and under-represented minority communities? How does the brain respond to social, environmental, and economic trauma?* Students will be educated in topics that affect their non-science lives including: diseases that burden international health care systems, development of personal and professional identities, and mood disorders. Thus, my courses actively engage and participate in the intellectual and social challenges of our time.

Lastly, **I am obligated to use my voice, platform and lived experience as a Black queer woman to ensure my students feel valued, heard and appreciated in my classroom and laboratory.** I will continue to promote and uplift the scholarship and stories of Black and Brown people in science and academia in order to ensure the narrative of underrepresented minorities in STEM is not erased.

Sincerely,

Kaela S. Singleton, PhD  
she/her/hers

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 KaelaSingleton

*I will update my Teaching, Mentor and Service statements as I continue to train and educate myself and continue to share and cite the resources that have shifted my perspective in education, mentorship and service.*