

Teaching Statement

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Teaching Philosophy

My teaching philosophy has developed as I continue to gain experience in lecturing in classes, mentoring individual students, managing teams and group work, and collaborating with students in exploring their own ideas. As a result of my own personal experience as an undergrad working in a research lab, being a TA during my time at UW-Madison and UT-Austin, and working with I.P.D. and UT's URAP programs running undergraduate research labs, I have found that teaching occurs in, but more importantly beyond, the lecture hall. I believe my role is one of a creator, a collaborator, a constructive critic, and of course, a facilitator.

I see how students flourish when I am successful in creating a space where they are confident in engaging with the material, comfortable with asking questions, and encouraged that they can succeed. Teaching the Applied Research Methods course for multiple years has reinforced the importance of structured mentorship and research-based learning. Working with over 140 students as a team lead in the Innovations for Peace and Development Lab has strengthened my commitment to mentorship, showing me how collaborative projects deepen student engagement and enhance their research skills.

Each project I work on with an undergraduate or newer graduate student has further solidified my amazement with the creativity, intelligence, and drive of the younger generations. UT-Austin facilitates an undergraduate research apprenticeship program that I was lucky enough to engage with early in my Ph.D. program. So far, I have worked with over 20 apprentices assigned to help with one of my current ongoing projects for a semester, and every collaboration was so engaging for all involved that each one who has not graduated has continued after the course credit ended (with some continuing beyond graduation). I am confident that helping each student feel that the relationship was a true collaboration not only improved their experience but substantially enhanced the research. Similarly, running up to four research teams, with up to 18 students on a team at a time, in our undergraduate research lab taught me the positive results that follow from a collaborative environment.

Grading homework is a notorious nuisance for most instructors. However, working with Dr. Mike Findley as a mentor in his Applied Research Methods course altered my perspective. Having a mentor who showed me how to deeply engage with, provide feedback for, and collaborate on students' personal research projects instilled in me the importance of my role as a constructive critic. I watched how meaningful feedback that both praised strengths and clearly explained weaknesses transformed ambiguous, poorly written, and underdeveloped ideas into grant-winning undergraduate research projects. I believe that with invested, honest, and encouraging feedback, students can learn just about anything.

It almost goes without saying, but effectively facilitating the distribution of knowledge in a classroom setting is paramount. From my time teaching English to foreign students as

a volunteer in Australia, leading multiple review sessions in Wisconsin classes, to leading an asynchronous online summer statistics course, I have learned the importance of being prepared, inclusive, clear, and adaptive. As my ability to synthesize and reword complex statistical methodology improved, so did quiz scores. As I got better at anticipating and understanding student questions and cogently coaching their coding skills in R/Python, their assignments were elevated. This teaching philosophy means that I strive to be more than just a facilitator of knowledge, but also a creator, a collaborator, and a constructive critic.

Beyond my core teaching philosophy, I also love to learn and share new methods, tools, and techniques with students. This excitement allows me to provide students and peers with valuable, up to date and real-world skills. I have led department- and lab-wide trainings on Qualtrics, R and Python programming, and taught practical applications of web scraping, working with location data, and using local Large Language Models.

Teaching Interests

I am interested in teaching in a variety of formats and a diverse range of courses. I am most excited to provide undergraduate research opportunities through research labs and dedicated research courses. The courses I hope to teach include: Applied Research Methods, Statistics in Political Science, Experimental Methods, Introduction to International Relations, Aid and Development, Public Goods and Discrimination, and Conflict and Violence.

I am especially interested in developing research-intensive courses where students can engage in original data collection, experimental design, and policy analysis. Providing students with the tools to conduct rigorous, meaningful research not only enhances their academic careers but also equips them to critically engage with the world around them.