

Teaching Philosophy: Praxis in Wild Rose Country

Grounding my teaching are the lands and waterways of Moh'kinstsis, Wild Rose Country. In this place of contrasts—where prairie meets mountain, Niitsítapi Ways of Knowing meet Western institutions—I practice a pedagogy of place, relationship, and regeneration.

The wild rose is a hardy, resilient plant. It thrives in poor soil, along roadsides and riverbanks, anchoring ecosystems while offering beauty and sustenance. Learning, too, often takes root in unpredictable, imperfect conditions—and with care, it flourishes. In my classrooms, I strive to support students navigating diverse intellectual, emotional, and social terrain. My role is not to “plant” knowledge, but to prepare the soil, support the roots, and create conditions for growth. This starts with a strong foundation: respect, trust, and community. I introduce myself not only as an applied anthropologist, but as a parent, farmer, and Treaty 7 settler. I invite students to situate themselves too. Each course begins with reflection on how we come to know, and what responsibilities we carry in that knowing. Whether we are exploring kinship or climate justice, I cultivate classrooms where dialogue, collaboration, emotional intelligence, and critical thinking are all valued. In practice, this means experiential and land-based learning, student-led discussion, and adaptable assessments that honour diverse ways of expressing understanding. In courses on development or socio-cultural anthropology, I integrate Indigenous Knowledge Systems, guest speakers, and comparative perspectives to illuminate the complexities of global interdependence.

Like the wild rose's root systems, learning is also collaborative. My classes centre peer-to-peer exchange, group work, and co-created knowledge. Students engage in reciprocal feedback and reflective practice. I draw on feminist, decolonial, and experiential learning theories to create space for curiosity, contradiction, and critical hope. I am to deconstruct hierarchies, recognizing teacher and student as co-participants in a shared ecosystem. And like any healthy ecosystem, reflection and renewal are essential. I gather feedback and adapt my methods accordingly; I seek out peer input and engage in SoTL research, identifying what is thriving, what needs pruning, and what requires replanting. Like the seasons, learning follows cycles: dormancy, bloom, decay, renewal. I design my teaching with this rhythm in mind, emphasizing not just content mastery, but transformation—in thinking, relationships, and self-understanding. Ultimately, my pedagogy is rooted in reciprocity. Just as I teach, I am continually learning—from students, communities, and the land itself. Wild Rose Country reminds me that education, like farming or mothering, is never a solitary act. It is a shared and evolving practice that, when nurtured with care, can bloom in even the most unexpected places.

Teaching Responsibilities & Contexts

Since Fall 2022, I have taught a range of undergraduate courses at the University of Calgary as a Sessional Instructor in both Anthropology and Development Studies. These include large introductory lectures, advanced seminars, and topic-specific offerings. Across these contexts, I have designed and delivered full course syllabi, integrated land-based and experiential learning opportunities, and implemented responsive, student-centered assessments. I have consistently received strong student feedback and have been invited to teach multiple repeat offerings. I am committed to inclusive, transdisciplinary pedagogy that connects students to local and global realities. The table below outlines the courses I have taught to date:

| Term | Course Code & Name | Class Size | UCES |
|-------|--|------------|------|
| F2025 | DEST201: Introduction to Global Development Studies | 150 | TBD |
| P2025 | ANTH203: Introduction to Social & Cultural Anthropology | 60 | TBD |
| W2025 | ANTH203: Introduction to Social & Cultural Anthropology | 371 | 5/5 |
| F2024 | DEST401: Advanced Topic: Development & Decolonization in Latin America | 17 | 5/5 |
| P2024 | ANTH203: Introduction to Social & Cultural Anthropology | 61 | 5/5 |
| P2023 | DEST201: Introduction to Global Development Studies | 20 | 7/7 |
| F2022 | ANTH321: Ethnographic Overview of Latin America | 55 | 7/7 |

“Your passion for anthropology is truly infectious. Every class was engaging and thought-provoking. You’ve deepened my understanding of the subject and ignited a fire in me to pursue it as a major. You made me feel welcome, valued, and inspired—so much so that I now aspire to become a professor like you. I will never forget the impact you’ve had on me. You have enriched my life in ways I cannot fully express.”

—Student Email (ANTH203, Spring 2025)



Teaching Strategies: Rooted Pedagogies, Flourishing Learners

Starting in a Good Way: Curriculum Design and Community Building

Before teaching a course, I often redesign the curriculum to support the conditions for student engagement and trust. This involves: curating diverse reading lists and podcasts with feminist, Indigenous, racialized, and critical scholars; diversifying assessments to enable deep learning; and centering community-building from day one. Each course begins with an Introduction Circle, where we co-create intentions and learning agreements. I situate my own positionality and invite students to reflect on how they come to know and belong. This is accompanied by a land-based opening ceremony led by Blackfoot or Mapuche Elders, including a smudge and land acknowledgment discussion, which has had a profound impact on students. These moments root the course in place and responsibility. They also serve as the foundation for relational pedagogy, which is sustained through small gestures—a curated global music playlist, food to share, informal conversation before class—and reinforced by structural choices that prioritize inclusion and belonging.

“Thank you for being so intentional with the first day of class. It was the first time a professor of mine had actually discussed the gravity of the Land Acknowledgement and its meaning. The presence of Elders, the smudge, and the conversation that followed made it the first time in my post-secondary career that my culture was properly acknowledged. You didn’t just invite guests: you invited empathy and appreciation into the classroom.”

—Student Email (ANTH203, Winter 2025)

In the Field and in the Classroom: Interactive and Experiential Learning

To foster curiosity, critical thinking, and connection, I integrate a wide range of student-centered learning activities, including: case study digital storytelling; interactive games (Jeopardy, Kahoot); guest speakers and panels that include scholars, practitioners, and members of the community; digital mind maps, music, theatre, and visual analysis; and experiential learning (Nose Hill Field Trip with Blackfoot Elders, Campus Culture Challenge, Development Studies Toolkit, Globalization Yarn Web). These strategies promote engagement and deepen understanding by bridging theory with lived experience and community-based perspectives. By engaging both intellect and emotion, students consistently share how these interactive strategies not only enhance comprehension but also cultivate mutual respect and belonging.

“This course gave me the chance to really explore concepts I had only seen briefly in textbooks. The collaborative activities and case studies helped me see things in a new light—and more importantly, they made me feel part of a community. Being in a space where my voice was heard and valued gave me confidence I hadn’t felt before. If I ever work in the field of development, I’ll carry this model of inclusive, respectful dialogue with me.”

—Student Reflection Paper (DEST401, Fall 2024)

Assessment for Learning: Flexibility and Relevance

I design assessments to be meaningful and multimodal, incorporating choice, creativity, and transparency to offer students different ways to demonstrate their understanding. Formative assessments include reading reflections, critical media analyses, film critiques, photo essays, and participatory activities. Summative assessments include research papers, theatre projects, creative presentations (audio-visually, artwork, dance), and multimodal exams. Rubrics are shared at the start of the term and include reflective components. Participatory extra credit allows students to apply theory outside the classroom. Students express feeling more engaged, confident, and respected in these assessment environments. By making space for multiple ways of knowing and sharing, I aim to support academic growth alongside self-understanding and community connection.

Feedback as a Practice of Reciprocity

Inspired by regenerative models of growth, I scaffold multi-directional feedback into all my courses: anonymous midpoint surveys; peer feedback forms for group projects; self-reflection rubrics and short learning logs; and creative exit tickets (30-Second Challenge, What Stuck?, Discussion Threads). This iterative process allows me to adjust course pacing, content, and engagement strategies in real time. Each course ends with a Closing Circle, where we reflect on our learning journeys.

“Throughout all my years in university, I’ve never been so involved with my classmates. The final participation activity—where we made a quilt of our learning—helped me reflect, listen, and share. Your dedication to our learning truly inspired me to strive for excellence. I’ll carry the lessons and confidence I gained in this class with me long after graduation.”

—Student Reflection Paper (DEST401, Fall 2024)

Ongoing Refinement and Peer Collaboration

To evaluate and improve my strategies, I regularly invite fellow Sessional instructors to observe my classes. Their insights—combined with student feedback—have helped me trial new approaches such as flipped classroom modules. I also engage with SoTL research on assessment, decolonial pedagogy, and experiential learning through the UCalgary Taylor Institute for Teaching and Learning Teaching Academy. Together, these strategies support a learning ecosystem where students are empowered to engage critically, creatively, and relationally. By designing adaptable assessments, practicing feedback as reciprocity, and responding to lived student realities, I aim to foster not only academic success, but a deep-rooted sense of agency and belonging.

Feedback & Evidence of Success

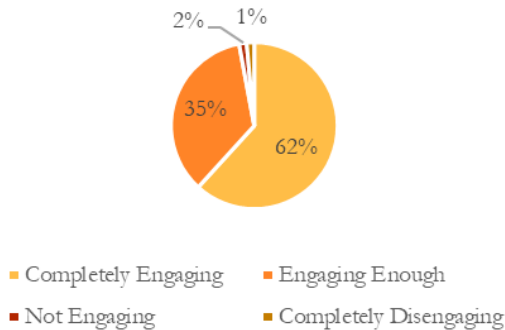
I am grateful to have received ongoing feedback from students, peers, and mentors through formal and informal channels, including formal Course Evaluations, anonymous D2L surveys, reflective activities, email correspondence, and peer observations. Many students wrote letters of support (see Appendix), reflecting on how the course allowed them to find their voice, deepen their critical thinking, and connect classroom learning to real-world contexts. I am deeply honoured by their reflections and continue to learn from their insights as I refine my praxis. The selected excerpts included throughout this dossier were either provided with the sender's permission or obtained anonymously and verified by a third party.

“Chelsea brings a spark to the classroom. She is enthusiastic, creative, strategic, and smart. She takes time to not only develop thoughtful material for her courses, but also to build bonds and rapport with her students. Students have told me directly that she would arrive early for her classes to chat and get to know each individual in the classroom in an informal, personal way. Over the course of the semester, she would find time to talk to most, if not all students. This creates a much more personal connection and can make students feel more comfortable in the classroom.”

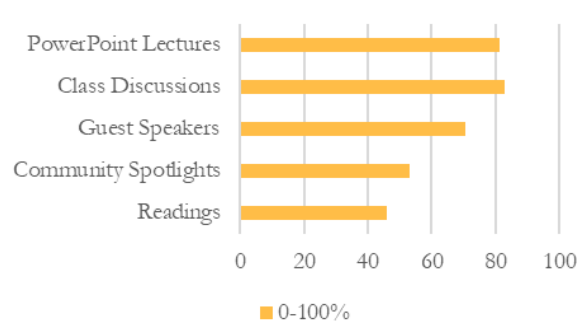
—Associate Professor, [REDACTED] (Letter of Support, August 25, 2023)

The charts below reflect aggregated data from anonymous online surveys distributed to 526 students across my Sessional courses at UCalgary. A total of 130 students submitted responses, resulting in a 25% overall response rate. These data indicate strong student satisfaction in categories such as course content, instructor preparedness, inclusivity, and the fostering of a supportive learning environment.

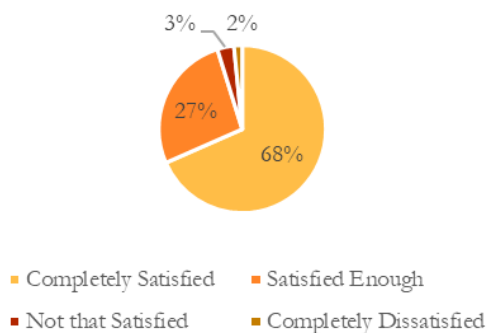
How engaging and informative are Mrs. Rozanski's lesson plans?



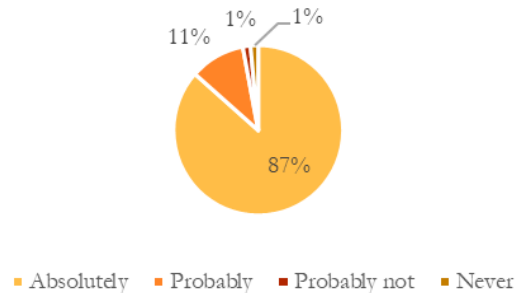
Which teaching modalities have helped your learning?



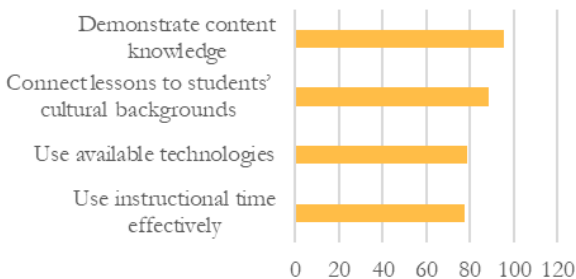
How satisfied are you with your current learning in this course?



Would you recommend this class or another class taught by Mrs. Rozanski to a friend?



When planning lessons to enhance student learning, how well does Mrs. Rozanski _____?



Instructional Observation Checklist

Faculty Member Evaluated: Chelsea Rozanski Date: 16-05-2024
 Evaluator: Ana Watson Course: _____

| Category | Response | | | Comments |
|--|----------|----|-----|--|
| | Yes | No | N/A | |
| Organization | | | | |
| Begins class on time in an orderly, organized fashion | X | | | Good organization and class structure. Students are able to engage in the reading discussions from the beginning of the class. |
| Clearly states the goals or objectives for the period | X | | | |
| Reviews or mentions prior class material | X | | | |
| Appears well prepared for class | X | | | |
| Effectively uses online course management systems and communication tools to facilitate student learning | X | | | |
| Active and Engaged Learning | | | | |
| Answers/poses student questions clearly and directly | X | | | Chelsea did an outstanding job with diverse opportunities, including reflective questions for the students to discuss in round tables. The different groups were very active participating. She also guides some tables during the discussion by walking around and interacting with the groups. |
| Allows students time to process and answer questions | X | | | |
| Creates learning environments that welcome, challenge, and support all students | X | | | |
| Demonstrates effective pedagogies for engaged learning | X | | | |
| Report | | | | |
| Knows and uses student names | | | X | |
| Responds respectfully to student lack of | | | | |

“I was highly impressed with Chelsea’s ability to engage with 129 students sincerely. She treated them with great respect and earned their trust and admiration, encouraging them to excel in their work while effectively using various pedagogical tools to facilitate the learning process.”

—DEST201 Instructor, [REDACTED] (Letter of Support, February 1, 2021)

Professional Learning & Pedagogical Development

My commitment to pedagogical development is rooted in a belief that teaching and learning are reciprocal, transformative processes. Over the past decade, I have pursued professional learning not only to enrich my classroom practice, but also to contribute to broader institutional and disciplinary conversations around educational justice, creativity, and care. Grounded in a transdisciplinary and translocal orientation, my teaching philosophy centers reflexivity, student voice, and relational accountability.

My foundational training as an educator includes over 360 hours of instruction through Peace Corps Panama (2015–2017), alongside certifications in inclusive and trauma-informed education supported by literacy grants and awards. This early experience shaped my approach to learner-centered pedagogy and cross-cultural facilitation. Upon moving to Canada, I deepened my pedagogical foundation through the **Graduate Certificate in University Teaching and Learning at the Taylor Institute** (2020), which led to further involvement as a Teaching Academy member, adjudicator for Educational Leadership Grants, and co-author of three chapters in the TITL Teaching Academy Guides (2021–2025). In my most recent chapter, *Navigating the Rocky Mountains of Academia through Collective Care*, two of my former students and I explore possibilities of moving through systems of precarity toward shared flourishing.

As an educator-scholar, I regularly engage with the Scholarship of Teaching and Learning through research, reflection, and community practice. I have published in *Canadian Food Studies* on food pedagogy for transformative change (2021), presented peer-reviewed papers at the Conference on Postsecondary Learning and Teaching (2023, 2025), the Society for Applied Anthropology (2025), among others. These contributions highlight my work co-designing curriculum with a Mapuche Elder, fostering horizontal learning environments, and challenging classroom hierarchies. I have also delivered invited talks at TITL Teaching Days, department seminars, community panels, and guest lectures, sharing insights on managing large enrollment classes, land-based learning, and creative assessments. One of my undergraduate co-presenters wrote:

“Honoured to have co-presented with Dr. Rozanski at the Conference on Postsecondary Learning and Teaching, where we explored creative, pluralist approaches to student assessment. Grateful for the thoughtful dialogue and the opportunity to learn alongside such engaged educators.”

—Undergraduate Co-Presenter (April 2025, LinkedIn)

I am especially proud of the collaborative relationships I build with students, mentoring many beyond the classroom as they present research at symposia, engage in experiential projects, and pursue further opportunities. I have co-developed a Community Engagement Practicum Guide for capstone students and have written over 40 letters of support for more than 20 students—many of whom are now applying their learning in public service, graduate study, and community work.

My efforts have been recognized through awards and nominations across both university and public education contexts. I received the **UCalgary Teaching Award for Graduate Assistants** (2020), was a finalist for the GSA Excellence in Teaching Award (2023), and was nominated for the Sessional Teaching Award and Students' Union Teaching Excellence Award (2024). Earlier in my career, I was twice nominated for Teacher of the Year in a U.S. public school (2017–2018), reflecting a long-standing commitment to inclusive, student-centered pedagogy.

To support innovation in my teaching, I have secured over a dozen competitive grants and scholarships. These include four **Teaching Academy Educational Leadership Grants** for curriculum design, experiential learning, and a podcast series on critical pedagogy (2021–2025), as well as five Indigenous Engagement Grants to support community partnerships and collaboration with Indigenous Cultural Advisors. With two Faculty Association Sessional Travel Grants (2024–2025), I presented pedagogical research at national conferences. Five GSA Quality Money Grants enabled student-led symposia, language classes, and participatory projects. I continue to expand my practice through programming hosted by the Taylor Institute, Institutes for Transdisciplinary Scholarship, and the Calgary Institute for the Humanities. Through these ongoing commitments, I strive to nurture learning environments rooted in care, relevance, and responsibility—and to continuously grow as an educator, mentor, and co-learner.

Reflections from the Field: Adapting & Growing

Drawing on over 16 years of teaching and learning across Latin America, Africa, Asia, Europe, and North America, I bring a global, relational, and justice-oriented perspective into the classroom. Whether facilitating discussions on gender, food politics, or development, I aim to be courageous, kind, and humorous—values imparted by my own mentors. A core strength of my pedagogy is its gentle, adaptive approach. I strive to meet students where they are, supporting them to deepen their learning while maintaining a sense of well-being. This includes designing flexible, inclusive curricula that honour creativity, cross-cultural perspectives, and lived experience. As part of this growth, I piloted a field trip to Nose Hill Park for ANTH203 Spring 2025, where students engaged in land-based

learning with Blackfoot Elders. With wildfire smoke reminding us how climate crises impact learning, it was a valuable lesson in the need for flexible planning and responsive pedagogy in outdoor education.

In the short-term, I hope to **expand my teaching across institutional contexts** to diversify my practice. Teaching at multiple institutions will allow me to bring my strengths into different learning environments while gaining new strategies from colleagues and learners beyond UCalgary. I will continue to develop my student-led pedagogies (co-facilitated discussions, collaborative resource-building)—informed by the Teaching Academy’s *Students as Partners* guide and my work as a **peer reviewer for *Imaging SoTL*** and the Teaching Academy Manual. As part of my growing contributions to SoTL, I plan to present at the Banff SoTL Symposium and other national forums to expand both my network and knowledge.

Looking ahead, I am committed to **co-designing community-informed curricula** that are rooted in reciprocity and real-world problem-solving. Building on collaborations with farmers, Indigenous land stewards, and food justice hubs, I aim to integrate Community Service Learning and Work-Integrated Learning into future syllabi. I am also eager to mentor undergraduate and graduate students in their own research journeys—from ethics and grant applications to publications and public presentations. These course-based research opportunities will provide students with the tools to design meaningful inquiries, conduct primary research, and share their findings in accessible, creative formats. In the longer term, I aspire to contribute to **transdisciplinary collaborations and co-teaching initiatives** that dismantle disciplinary siloes and foster intellectual community. Co-teaching, in particular, offers rich opportunities for collaborative design and cross-pollination, and I am actively engaging with the literature to support this work. Another future goal is to **coordinate field schools** that connect global and local food systems, enabling students to learn directly from agroecological producers, Indigenous knowledge holders, and community organizers working at the intersections of sustainability, sovereignty, and justice.

Across all these goals, my aim is to expand the impact of my teaching through connection—with students, with colleagues, with communities, and with Wild Rose Country. As a Sessional Instructor, I remain committed to reflective, reciprocal, and transformative learning that travels across classrooms, campuses, and borders.



Appendix: Excerpts from Student Letters of Support

“We write as students and the GTA from **ANTH321 Fall 2022**, which was for many of us, the most engaging and impactful class of our university careers. Despite being scheduled early in the morning, it was a course we eagerly anticipated, often arriving early just to be there. Chelsea transformed the classroom into a vibrant and inclusive community by recognizing our learning goals, and fostering a respectful environment where we could thrive. Her multimodal and dialogical teaching style—featuring guest speakers from Latin America, Indigenous knowledge sharers, film viewings, story enactments, food, music, dance, and thoughtful discussions—allowed us to engage deeply with the material in ways that transcended textbooks. She brought ethical research practices to life through fieldwork stories and meaningful interactions with diverse communities. Chelsea was not only an inspiring instructor but a compassionate mentor who went above and beyond to support our intellectual growth, even outside class hours. Her ability to explain complex concepts in accessible ways helped us connect course content to our own lives and made learning exciting. In all, Chelsea rekindled our passion for learning and opened up new pathways for academic exploration. We believe her extraordinary dedication to student engagement, community-building, and experiential learning is deeply deserving of recognition.”

“As students of **DEST201 Spring 2023**, we were deeply impacted by Chelsea’s exceptional teaching. Despite the long duration of Spring lectures, Chelsea’s passion and energy made each class fly by. From day one, she was dedicated to engaging us personally—greeting everyone as they entered and creating a warm environment. She brought the course content to life through storytelling, guest lectures, creative assignments like photo essays, and indoor-outdoor learning activities, even inviting us to share food together to deepen our understanding of course themes. Her lectures were thoughtfully designed and multidisciplinary, breaking down complex theories with real-world examples drawn from her extensive fieldwork. She connected abstract theories with lived experience, emphasizing critical reflection, positionality, and storytelling alongside academic texts. Her ability to engage students in rich discussions and make room for multiple perspectives—academic and otherwise—was refreshing and empowering. Chelsea’s teaching went far beyond the expectations of a first-year course; she encouraged curiosity, challenged us to think critically, and created space for dialogue and connection. She is a gentle yet powerful educator who not only imparted knowledge, but inspired us to view development with a critical, open mind. We enthusiastically support her nomination and believe she exemplifies everything this award is meant to recognize.”