

Teaching Portfolio

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Teaching Statement

My teaching philosophy is grounded in the belief that students learn best when they are active participants in the classroom. Growing up in Kazakhstan, I experienced traditional, teacher-centered education. My teaching style evolved when I began my graduate program in the United States, where I was exposed to a student-centered, interactive pedagogy. This shift reshaped my view of teaching into a dynamic and evolving process that adapts to students' diverse needs and empowers them to take ownership of their learning. As an instructor, I aim to create a collaborative environment where students view themselves not only as learners but also as contributors to knowledge.

I bring substantial independent teaching experience to the classroom. I worked as the Instructor of record for three semesters (two different courses), including both seven-week asynchronous summer sessions (*Digital Analytics* in Summer 2024, Summer 2025 semesters) and a full 15-week in-person semester (*Account Planning and Research* in Spring 2025 semester), where I designed the course syllabi and website, created instructional materials and assignments, and managed all aspects of teaching (lectures and recitations) and assessment. This level of responsibility has equipped me with practical classroom management skills, a strong record of student evaluations, and a deep understanding of how to design engaging courses that balance theory with professional application.

Before academia, I gained industry experience in marketing and public relations in Kazakhstan, gaining over five years of experience in digital content creation and advertising campaign management. This professional background allows me to bring industry expertise into the classroom and teach through a blend of theory and practice. My courses rely heavily on project-based learning, where students tackle real-world problems and produce work that mirrors professional practice.

For example, in the *Digital Analytics* course, students create data-driven digital content strategies for real clients, practicing Excel-based analysis and data visualization. At the beginning of the course, I ask students to self-assess their skills with Excel and revisit these reflections at the end of the semester to measure growth, fostering a growth mindset in data analysis. In *Account Planning and Research*, students perform as an account planning agency: after conducting secondary research, they design and execute primary research (ethnography, surveys, digital ethnography) to prepare creative briefs for the brands. Similarly, as a recitation lead teaching assistant for *Media Planning and Strategy*, I teach students to apply strategic frameworks, use industry databases to research the target audience and market specifics, and think critically about the advertising campaign case studies to design optimal media campaigns for the brands. Across these courses, the projects are structured step by step over the semester: each assignment serves as a building block toward the final deliverable, similar to the process of constructing a house, where the foundation, framework, and finishing touches are added in sequence. This way, I see the students' gradual progress where

they understand each stage of the process before integrating their work into a polished final product. This scaffolding approach equips students with teamwork and leadership skills, but more importantly, gives them confidence in their ability to manage complex projects. I assess their performance through direct feedback, group project evaluations, and individual reflections. I also integrate mechanisms of accountability: in team projects, students can “promote” or “release” team members based on contribution, mirroring professional expectations of collaboration.

I approach teaching as a reciprocal process of learning alongside students. In my very first semester of teaching, I used quick surveys at the end of class to take their attendance and gather feedback after each class. This practice helped me adjust my pace and communication, such as slowing down while demonstrating Excel functions, making my teaching more accessible. The end-of-semester student evaluation surveys consistently show that the students agreed that I was approachable when they sought guidance, created a learning atmosphere, and highlighted my dedication to teaching the content.

I view teaching as an evolving narrative that adapts to students, technological change, market demands, and shifts in the profession. Thus, as a teacher-scholar, I continuously engage in professional development to enhance my teaching skills and stay updated with the emerging pedagogies. I regularly participate in professional development through Michigan State University’s Graduate Educator Advancement and Teaching programs and other external organizations. Workshops and sessions on teaching Gen Z learners, integrating AI into classroom activities, and inclusive pedagogy have inspired me to continue refining my teaching approach.

Teaching Experience

Michigan State University

Department of Advertising and Public Relations

Instructor of record position:

ADV 442 Digital Analytics

- undergraduate, required, 40 students, solo-designed and instructed online course
- Summer 2025 | Summer 2024

ADV 342 Account Planning and Research

- undergraduate, required, 30 students, solo-designed and instructed course with weekly 80-min lecture and recitation sessions
- Spring 2025

Teaching Assistant position:

ADV 350 Advertising media planning and strategy

- undergraduate, required, 70 students, solo-taught 80-min recitation sessions on a weekly basis
- Fall 2025

ADV 442 Digital Analytics

- undergraduate, required, 60-70 students, solo-taught 80-min recitation sessions on a weekly basis
- Fall 2022 | Spring 2023 | Fall 2023 | Spring 2024 | Fall 2024

CAS 841 Social Media Storytelling

- graduate, elective, 16 students, online
- Summer 2023

Teaching Evaluations

Instructor of Record

ADV 442 Digital Analytics

Semester	N of students	Expectations	Organization	Atmosphere	Expanded Understanding	Demonstrated Understanding	Interest Increased
Summer 2025	37	4.00	3.80	4.20	4.20	4.00	3.80
Summer 2024	38	4.08	4.08	4.58	4.42	4.42	4.17

ADV 342 Account Planning and Research

Spring 2025	30	4.86	5.00	5.00	4.71	5.00	4.71
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Teaching Assistant

ADV 442 Digital Analytics

Semester (section)	N of students	Expectations	Organization	Atmosphere	Expanded Understanding	Demonstrated Understanding	Interest Increased
Fall 2024 (005)	35	3.92	3.69	4.08	3.92	4.0	3.62
Fall 2024 (006)	35	4.43	4.29	4.71	4.57	4.71	4.43
Spring 2024 (001)	29	4.08	4.08	4.33	4.07	4.08	3.83
Spring 2024 (006)	29	3.73	3.91	3.55	3.91	4.18	3.55
Fall 2023 (007)	11	4.00	4.00	4.33	4.33	4.00	3.67

Note. Range: 5= Strongly agree, 4= Agree, 3= Neutral, 2= Disagree, 1= Strongly disagree

* MSU had a different teaching evaluation system before 2023-2024 academic year.

Selected comments from students' feedback

ADV 442 Digital Analytics

“I appreciate learning how to use excel on a deeper level. the TA was very adaptive and helped/wanted you to learn and understand how this is beneficial”.

“The way you went about recitation was great. I learned a lot during this course, and it was very easy for me to follow along. If I ever felt I was even slightly behind I was able to ask a question and have it solved. I think that the way you have it set up now is a great way to lead students to success throughout the course of the class”.

“I really enjoyed the help and new skills I learned from practicing Excel, throughout the semester”.

“I wanted to reach out and just let you know that I was in your ADV 342 class during the most recent spring semester (in case you don't remember me) and loved it. I'm looking forward to having you as my professor again for ADV 442! :)”

ADV 342 Account Planning and Research

“She is an amazing professor who explained this with so much detail which was very helpful”.

“She really cares about your success and was very helpful throughout the semester”.

“Everything was perfect from the teaching to the assignments!”.

“Moldir was a wonderful instructor! Her teaching and instructions were always very clear and communicated perfectly. I really enjoyed going to her class all semester”.

“I wanted to take a moment to sincerely thank you for all your dedication and support throughout the semester. I really appreciated the way you explained the material and made the course engaging and fun. Your passion for the subject made a big difference in my learning experience”.

“Professor Moldir's lecture portion of the class is great and informative, it helps me understand what we need to do for our projects and how to apply what she is teaching us”.