Child development fascinates Tyler. Specifically, she’s interested in teaching children who are learning English as a second language. “I want to ensure that they have the same opportunities as other children,” she says.

When researching colleges, Tyler looked closely at their education programs. “I learned that the professors here represent different walks of life; they’ve actually taught all over the world. Because of their broad experiences, they push students to think in new ways. I’ve since discovered the advantage of having our field experiences take place in all types of schools – urban, suburban and rural.”

Tyler knows it’s important that all of her classes have included practical applications, connecting methodology and theory with what actually goes on in a classroom. Some of that has taken place right on campus in the College’s N.E. Miles Early Childhood Development Center, where Tyler has spent time observing children ages three to five.

“Throughout this program, our professors use modeling and role-playing to teach us how to teach,” she says. “In our science methods class, we did the same experiments that children do. In another course, we learned how to incorporate physical activity into the classroom, using movement to keep kids alert and help them learn. I love it. It’s the best way for me to really understand what will happen when I teach.”

Tyler is helping to develop a manual for teachers who work with the Cofan Indians in Ecuador. “What’s important to me is that this work will be relevant to any teacher who is working with students that represent diverse backgrounds. That’s really why I want to teach.”