

My teaching philosophy

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I believe that pursuing higher education should be a human right that is accessible to everyone. Through that education, students should not only learn some specific knowledge and skills from their instructors but also develop a lifelong learning mentality and skillsets. As an instructor, especially as an educator who specializes in the Social Science subfield, I want my students to not only learn something from the classroom by obtaining some knowledge but also equip them with a skill set that emphasizes *critical thinking*, employs theoretical concepts into real-world cases and can develop *life-long learning* skills that will accompany them after they graduate from their college.

As an international student who comes from a humble background, I know that some of my students may also face different challenges and barriers when pursuing their degrees, so I will try to work with those students and help them make up for the losses they face because of their circumstances (i.e., grant some extensions for the assignments, use office hour time to help students to keep up to speeds with the class and help students to understand the content of the class if they have questions about the content, etc.). Given that some students may have different learning paces or learning habits and/or learning needs, I will make sure that my class adopts *Universal Design for Learning (UDI)* strategies (i.e., provide captions to videos, provide multiple formats of the content, make the classroom more inclusive and accessible, etc.) to make sure every student in the classroom are respected and valued in the classroom and can engage active learning through group activities, real-world case studies, provide evidence-based learning.

Throughout the years, I have been fortunate to meet some of the best instructors who helped me to be where I am now. I will emulate what they did to inspire more students to find their voices, identities, passions, and interests, and I will always be supportive and provide a safe place where students can ask for advice and help them grow and reach their potential no matter where they come from. So far, I have not taught my own class yet. In the Fall semester, I will be able to teach my class for the first time. I will adopt the *learner-centered* philosophy into practice. To be more specific, I will do two surveys: one at the beginning of the class and one in the middle of the class to ask them where they want help, whether or not they have special accommodations needs (i.e., if they are also working as part-time or full-time while they are also pursuing their education, etc.); At the beginning of the class, I will also ask my students to introduce themselves through a three-minutes video so that students can know each other better, and the instructor can also get a better understanding of who his/her students are. At the middle of the semester, I will further ask the students to do a middle-term survey and ask the students to see what has been working for them and what has not been working for them and if they want to see some changes for the rest of the semester, etc. During class time, I will create an environment where students can engage in *active learning*; for example, there will be group discussion, group collaboration, and peer review activities, giving students opportunities to present their work through presentations and other formats (i.e., video presentations, etc.).

I hope my students will take away from my classes with not only some specific knowledge but also the skill sets they can rely on for a lifetime and the strength that will help them grow both personally and professionally. I am excited to become a teacher like those

who changed my life and, hopefully, change my students' lives for the better after they finish my classes. One ancient Chinese scholar, Han Yu, once said, "*A teacher is one who could propagate the doctrine, impart professional knowledge, and resolve doubts.*" I hope I can be a teacher like that for my students as well.