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Statement of teaching objectives and philosophy

Since my first teaching in 2002, my teaching philosophy has been the same. 'Make students enjoy learning and apply knowledge to real-world examples' summarizes my teaching philosophy. For this goal, I have developed multiple strategies for my students, based on cognitive psychology studies on effective learning strategies.

To improve students' ability to think critically, I encourage them to connect their learning to specific examples that they are interested in or can easily see in the real world. For example, when exam periods approach, I teach students memory and forgetfulness and invite them to discuss how they can maximize their learning and minimize interference and forgetting to score well on the exam. Many students told me that learning memory systems before the exam and applied their knowledge to develop their own learning strategies were really helpful for them.

I also encourage students to bring examples from their own experience or major to class. For example, in my spring class, when the class learned about depth perception, students who were working as interns at laboratories made a short presentation about Virtual Reality and Augment Reality. In addition, for a language and brain lesson, I gave a quick survey on experience as a bilingual to my students who were originally born in Korea but have used English in class since their college entrance. After that, the entire class discussed advantages and disadvantages of using two languages and how that knowledge could influence their cognition.

To assess students' level of understanding, I continuously ask students questions during lecture and lead them to discussions. However, sometimes, students are initially reluctant to express their thoughts in class. In this case, before I invite all students to a big group discussion, I encourage them to have a short paired discussion, where a couple of students exchange their opinions with each other, to give each student a chance to express their ideas and receive feedback on their ideas. Students tend to participate in a big group discussion more actively after this short paired discussion. This approach also seems useful when I teach students who are not native-English speakers in English. Once they begin speaking, they are more likely to express their opinions in a big group discussion, too. Since the pandemic started, I also encouraged students to use the chat function of zoom to express

their opinions, when they do not want to speak in front of other students. As the zoom chat logs that I attached with my teaching videos, many students actively used chats and felt more comfortable.

To best incorporate students' needs in my class, I survey the students' knowledge and needs twice – at the beginning and in the middle of the quarter. The first survey provides me with information, such as year in school, courses completed, major, etc., so as to best serve their needs. The second survey gives me an opportunity to check the level of students' understanding and whether my teaching content, method, and speed are appropriate.

In summary, my goal is to teach students new concepts clearly and encourage them to apply these ideas to the real world, as well as new situations. I believe that my role is not simply asking students to memorize concepts, but leading them to think critically. In this way students can not only learn better from the same amount of content but also be better prepared to adapt to changing situations and environments.