Teaching Statement

Guan-Yun Wang, Ph.D.

By integrating relevant educational psychology theories, I develop applicable teaching strategies with the hope of growing together with my students. The goal is to contribute the knowledge, skills, and education gained in university to the ever-changing future of society.

1. Lead students to self-awareness, teaching them to view themselves from different perspectives and develop personal methods of self-reflection.
2. Guide students to self-regulate their learning, including managing and adjusting their learning strategies.
3. Encourage students to integrate learned knowledge into their lives and practical applications, rooted in Dewey's "pragmatism" teaching philosophy, hoping they can thoroughly understand and apply their knowledge.
4. Introduce a "positive learning" attitude. I will help students overcome difficulties through repeated practice and motivate them to improve their skills and delve deeper into informatics theories.

Teaching Principles

These principles are based on the "25 Learning Principles" compiled by Arthur C. Graesser, Professor Emeritus of Psychology at the University of Memphis, and the teaching philosophy of Lina Battestilli, a teaching professor at North Carolina State University, alongside my own teaching experiences.

1. Preparation of Teaching Materials

- ✓ Transform textbook knowledge concepts into concept maps and mind maps to stimulate students' visual learning.
- ✓ Use multimedia in teaching, supplementing slides with appropriate videos or code simulations to deepen impressions.
- ✓ Simplify slides by removing unnecessary information to avoid cognitive overload.
- ✓ Ensure verbal messages align with slide content to keep teaching materials clear and focused.

2. **Classroom Activities**

- ✓ Complete challenging learning tasks through group activities and problem-solving, enabling students to learn from each other.
- ✓ Use various case studies, incorporating personal and learning experiences to deepen impressions.
- ✓ Design tasks requiring students to seek information independently, achieving deeper learning through their efforts.
- ✓ Create tasks where students discuss, explain, and integrate information during the learning process.

3. **Testing and Evaluation**

- ✓ Arrange predictable dates for mid-term, final exams, and assignment deadlines in compulsory courses to foster "exam expectation," enhancing long-term memory and learning.
- ✓ Provide correct answers after exams to prevent incorrect answers from lingering in students' minds.
- ✓ Offer tests and evaluations that are neither simple nor difficult, maintaining students' challenge and curiosity.

4. **Student Guidance and Support**

- ✓ Develop a "growth mindset," encouraging students to believe they can become smarter and improve through effort.
- ✓ Pay special attention to students who struggled with initial assignments, considering suitable learning proposals for different students.
- ✓ Accept student questions and create a discussion-friendly learning atmosphere, with options for face-to-face or online discussions.

5. **Technology Application**

- ✓ Flip the classroom: Deliver repetitive content through videos and texts outside the classroom and bring discussion and creative topics into physical classes.
- ✓ Learning Management System: Utilize available resources and high school experience in creating learning portfolios to digitally record and manage one's learning.
- ✓ Code Review: Engage in peer group code reviews, co-editing wikis, cultivating the ability to write applicable, readable, collaborative, and sustainable code and technical documents.
- ✓ Tech Interaction: Learn through various forms of emerging technologies such as robots, chatbots, apps, AR/VR, using methods with high feedback and real-time interactions.