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Statement of Teaching Philosophy

Whether they realize it or not, students learn best when they take responsibility for their own learning. In a world where technology changes at an ever-increasing rate, students need to learn how to learn. Students have rights and responsibilities to be at the helm of their learning. But how do we get students to understand this and engage with their learning? In my classroom, each person is an individual that is part of a community, and each member is treated with respect. The purpose of my teaching philosophy is to help students master the soft skills and tools necessary to be ready for various challenges that may arise in their future, while helping them identify and develop their interests and passions. The key components of my teaching philosophy are the role of the learner, classroom learning environment, embracing diversity, teaching methods, and continual improvement.

Role of the learner. In classes I have taken as a student, I get out what I put in. Therefore, as an instructor I encourage and expect my students to come prepared for class, take initiative, and play an active role in their learning and discovery. For example, I teach my students how to look up the answers to their questions so they will be self-sufficient and proactive, preparing them for future jobs. I also train my students to become excellent manual readers and to learn how to think quickly and teach themselves. Students often operate on a need-to-know basis and don't put forth effort in learning the material until they need to know, for example studying for an imminent test. I use the just-in-time problem-based learning model to further encourage students to learn how to learn.

Classroom learning environment. I recognize that it can be hard for students to connect with their classmates, so I strive to foster an inclusive and supportive environment through personal introductions with pronouns, student comments and discussions, and when possible, a semi-circle seating layout. In my THTR 253 Intro to Sound Studios class, I had students take turns calibrating the sound system in the control room at the start of each class. Students then pick a song to listen to, and we discuss what we hear. Students have expressed how they enjoy this opening exercise, which allows them not only to sharpen their critical listening abilities, but also to connect with their fellow classmates, giving everyone a voice. This inclusive environment strengthens the community.

Students also have a right to an organized, prepared working and learning environment. As the Sound Supervisor at Wake Forest University, I work diligently to establish a culture of cleaning up after projects and restoring the room to the neutral position after each time the studio lab space and theatres are used. This allows students to focus on their learning by removing distractions.

Embracing diversity. I come from a half-Korean background with immigrant parents. I spent my childhood growing up in an ex-pat community with friends from across the globe and had to assimilate into a new culture when moving to the states. My background informs my aesthetic and how I experience the world. Each student brings their own world view, culture, background, and experiences, and we can all learn, be challenged, and grow when these experiences are shared and understood. In my sound design classes, I begin with sharing the quote popularized by the television show *Ted Lasso,* "Be curious, not judgmental." This helps to set the tone for the class and invite learning of both the course

material and from each other. I embrace the opportunity to mentor and support underrepresented individuals in this field. For example, I had the opportunity to mentor and work closely with a female-identifying Black student who served as Production Sound Engineer on a main stage show. I made sure she was empowered to take risks, learn, and grow. Her life experiences contributed to unique approaches to solving problems that benefitted the entire production. I saw her confidence grow as I intentionally gave her space and placed trust in her to excel in her position.

Diversity is found not just in race and gender, but also from backgrounds and experiences of all types. In my SND 1150 Sound Technology class, I taught 1st year to 4th year students with varying prior exposure to the concepts. I was challenged to figure out how to challenge each student, without overwhelming them. Using differentiated instruction through individual and group check-in meetings leading up to the final presentation to encourage and challenge each group based on their level of prior experiences and need for growth.

Teaching methods. My skills-based teaching approach is influenced by Fink's taxonomy of significant learning. For each unit, I teach the principle, demonstrate it, give students an opportunity to practice, and allow them to share what they learned. I use course learning outcomes as a roadmap for curriculum and assessment design that I connect back to in class daily. I also incorporate active learning techniques where possible including hands-on activities, think-pair-share, and class discussions. During discussions, I give equal room and weight to everyone in the class.

I use a variety of assessment methods to establish incremental learning and gauge the students' understanding of the materials along the way. I will often end the class with a concluding discussion on what they learned from that day, what stood out to them, and how it might apply in future situations. Throughout my class sessions I also point out or ask students to consider how that day's material could be applied to their final project or other projects in the future. I try to encourage participation by having each student write down a thought or question and share with the class. This helps me know how to focus and adapt my teaching to meet their needs.

My assignments are designed to encourage exploration. For example, when teaching about the different characteristics of microphones, I set up multiple microphones in the studio and had students volunteer to talk or sing into the mics. We all heard the differences in characteristics together and took turns articulating what we heard. Then for their studio recording assignments, students really enjoyed getting to experiment and build their own aesthetic instead of just following a chart out of a textbook for microphone selection. Exploration ignites minds to think creatively.

Continual improvement. I conduct regular self-reflection to evaluate how to improve the learning experience of my future students. Each time I teach a class, I learn new things about how to approach their learning and take notes for how to adjust the next time I teach. I seek out professional development including attending conferences, observing my colleagues' teaching styles, instruction from the MTU Center for Teaching and Learning (CTL), and inviting peer classroom observation. I also bring my professional creative endeavors and designs back to the classroom to show students current practices and what I have learned from those experiences. I greatly value feedback in how to refine my teaching and mentoring.

In establishing expectations that students will take charge of their learning, creating an organized learning environment that is inviting and inclusive, celebrating diversity, adapting teaching methods to meet the needs of individuals and foster an active learning environment, and applying what I learn in the field and from experienced educators to the classroom, I can provide students the tools they need to be successful in life and future careers.