

Teaching Story

Distinguished Teaching Awards in the Academic Year 2019

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My teaching career in higher education began after receiving my doctoral degree in Education from The University of Hong Kong in 2015. Prior to this full-time employment at I-Shou University, I had been extensively involved in implementing the 21st century education during my decade-long service at I-Shou International School as a Deputy Principal.

Holding both teaching and administrative responsibilities, I attempt to foster a growth mindset in myself and in my acquaintances including students and colleagues. With this working attitude, I learn to embrace both challenges and opportunities through applying effective strategies in coping with problems and in helping others. Personally, this growth mindset helps me to be resilient. Professionally, it allows me to be able to apply positive teaching strategies that promote students' engagement and understanding. In terms of my relationship with students, I value a mutually respectful relationship between students and a teacher. To foster students' intellectual and personal growth, I consciously listen to the needs, hopes, fears, aspiration and insight of my students. In doing so, I have come to better understand how sparking students' imagination could ignite inspiration, motivation and creativity which are the catalyst for a learning environment.

A similar mindset applies to how I interact with my teaching peers. I believe teachers are also learners. We could maximize our learning through collaboration and reflection. In the past years, I have gathered six to seven faculty members of the International College and convened teacher growth group and teacher growth community. I nurture the conversations when teachers share their achievements as well as when they vent the difficulties they encounter. I cherish collegial harmony and have put much effort into building a positive culture among my teaching colleagues.

I consider myself a teacher of the 21st century who strives for continuous improvement in my teaching. In this regard, I embrace innovative instructional practices, integrate technology, and focus on assessment for learning. Since Spring 2018-19, I have continuously received the funding for Innovative Teaching Projects from the university to implement technology integration, flipped classroom, and online teaching & learning for three consecutive semesters. In my instruction, I advocate an educational philosophy of "learning in context." Student learning through their personal experiences is central to my instructional plan. That said, I apply an inquiry-based teaching approach. I often set up inquiries or situations that encourage students to analyze, examine, and connect their real-life experiences to theories and vice versa. In other words, students need to turn the content knowledge alive through classroom interactions and presentations. They then reflect on their works and make meanings of their understanding. That is authentic learning.

There are times in my teaching journey that things do not seem to meet my professional expectations. Yet with my growth mindset that aspires to learn and improve, I very much enjoy my

teaching and administrative career at I-Shou University.