**Teaching Philosophy**

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Dear Search Committee:

Thank you for taking time to review my teaching philosophy. Within the three years of teaching at the undergraduate level in Bowling Green State University, I developed an effective teaching style that not only suited me the most, but also benefited my students. My teaching style is based on three main learning characteristics of students: project-based experiential learning, questions-driven interactive learning, and culturally diverse learning.

A project-based course not only offers the students an opportunity to utilize what they have learned on a career-related case of their own interest, but also keeps the students concentrated and self-motivated throughout the semester. Students in my course were often asked to choose a topic of their own interest within the first month of class as the direction of their final project. To ensure best result in the final project, multiple smaller assignments related to the project were assigned throughout the semester to assess how much they understand the course content to be ready for the project. Making almost all class meetings related to that project makes students easier to concentrate in class, since it is all relate to their own project. If they spent class time thinking about other things rather than the course content, they know they will have a hard time when working on the project and they might give an unsatisfactory final presentation which is required for the final project. After completing the project, students were able to enrich their professional portfolio using the final report that they have put much effort in it.

In the classroom, I do not see myself as a “know-it-all” to spoon feed students the content on the textbooks. Rather I saw myself as a mentor, whose job is to guide and assist students to learn something they are interested in. To keep them constantly interested, I often use questions which are different from the traditional question-and-answer format. I utilize interactive technology to facilitate answering from students. For questions that are a little sensitive or embarrassing for students to open up, I sometimes use polleverywhere.com, a live poll website where students can share their truth thoughts anonymously through text messages. While traditional question-and-answer format might keep some students concentrated in the classroom, it will leave out some free-riders and shy students. Polleverywhere.com is also very effective in keeping all students engaged at one time. For close-ended questions, having the students do polls is both interactive and entertaining. By sending numbers through text message to the virtual classroom on polleverythere.com, every student can vote on the answer of their choice. When I finally reveal the correct answer to the question, the classroom is lighted with the excitement. Interactions in the classroom is not only between the students and me, but also among themselves. Interactions like discussions, team-work on small projects, and even debates, made my classroom a place that the students want to come and made the course content easier for students to understand, remember, and apply.

Last but not least, as an international Ph.D. student from China, teaching undergraduate-level classes in an American university is both unprecedentedly rewarding and enormously challenging. However, I do not see my foreign identity as a shortcoming, but rather a strength. I value my own culture and offer my students a different perspective in seeing topics in media and communication fields. Being an international instructor does not mean that I tell my students which culture or ideology is superior, but that I am able to demonstrate multiple ways of thinking and grant students more options to choose the ones that speak to them the most. I sincerely believe that the more open-minded the students are, the better chance they will thrive in today’s highly globalized world.

As for my other characteristics as an effective teacher such as caring for students, enthusiastic in the classroom, and knowledgeable about course content, they are reflected in the anonymous course evaluation comments collected from the students I have taught in the past which I included in this application package. I taught my student wholeheartedly, and their heart-warming anonymous comments were the best rewards to me, aside from seeing their own academic growth and professional achievements.

Beyond teaching style and teaching techniques, I view learning as a life-long process, both for my students and for myself. An old Chinese saying goes: teaching a man how to fish is better than handing him a fish. I see it as my responsibility to guide my students to a path of ongoing learning, beyond PowerPoint slides, beyond the classroom, and beyond college. My teaching extends to showing students how to explore areas they are interested in, how to verify information they gathered, and how to cultivate their own perspectives of seeing things.

In my Ph.D. program at Bowling Green State University, I had the opportunity to teach and develop course materials for several courses at the undergraduate level, including Media Research (Research Methods), Media Influence on Society and Individuals (Media Effects), Communication and Interviewing, and Public Speaking. With such experience, I believe that I am a good candidate for teaching courses such as social media, media effects, media psychology, international communication and audience analysis. I am also happy to teach other courses in related areas.

Thank you again for reviewing my teaching philosophy. I genuinely hope that I can become a member of the faculty at your university to fulfill my passion in teaching.