My teaching philosophy is grounded in inclusive design, iterative reflection, and partnership with learners. Across graduate and undergraduate classrooms, hybrid institutes, and community programs, I create environments where students build agency, articulate their identities, and transfer learning into complex, real-world contexts. I draw upon instructional design scholarship, learning analytics, and my experiences coordinating large tutoring programs to design learning experiences that are welcoming, data-informed, and co-created.

## Inclusive Course and Program Design

At Purdue University, I co-teach EDCI 557 Strategic Assessment & Evaluation, a fully online graduate course serving working professionals. I redesigned the course structure with weekly overview videos, Brightspace dashboards, and scaffolded assessments that help students iterate on evaluation plans. Clear getting-started modules, community check-ins, and optional lab hours ensure that remote learners across time zones feel supported. At Beijing Normal University, I co-facilitated the hybrid ELT Professionalism institute, developing bilingual materials, live Zoom facilitation guides, and reflective prompts to connect pre- and in-service teachers across continents.

During my three years as visiting faculty and tutor coordinator for the Indiana University Chinese Flagship Program, I taught courses from elementary through capstone levels and supervised more than 200 tutors. I instituted competency-based training workshops, observation rubrics, and peer coaching routines that increased Oral Proficiency Interview success rates while building a culture of care. These experiences shape my commitment to designing learning ecosystems that integrate coursework, mentoring, and authentic practice.

## Mentoring and Community Building

I extend mentorship beyond the classroom through communities of practice. Within ConnectEd, a global Chinese academic network, I co-lead clinics on graduate applications, research methods, and meta-analysis tools for 250+ emerging scholars. As Marketing & Communications Lead for the Purdue Association of Learning Design & Technology (PALDT), I craft newsletters and design resources that highlight student achievements and create entry points for peer mentorship. These efforts cultivate belonging and demonstrate how design artifacts can sustain community learning.

## Pedagogical Methods

My teaching practice integrates four core methods:

1. Co-design and transparency: I share course roadmaps, invite learners to set personal goals, and co-create rubrics. In EDCI 557, students iteratively refine evaluation plans with structured peer review and my formative feedback.
2. Data-informed responsiveness: Surveys, reflection prompts, and analytics dashboards surface learner needs. I routinely adjust pacing, offer alternative modalities, and provide individualized coaching based on these signals.
3. Community-centered practice: Whether coordinating PALDT events or overseeing Chinese Flagship tutoring, I prioritize collaborative problem solving, peer mentoring, and identity-affirming activities.
4. Accessible, multimodal materials: From TICApp’s bilingual interface to Zoom-based institutes, I design resources that accommodate diverse linguistic backgrounds, technology access, and learning preferences.

I approach teaching as an ongoing inquiry. Each class informs my research on how learners engage with AI, while my research deepens classroom inquiry. I aspire to help students and future educators become designers of their own learning and critical stewards of emerging technologies.