Yeqing Kong § Teaching Statement

At North Carolina State University, I have been the Instructor of Record in Professional Writing Program and Science, Technology, and Society (STS) Program. A range of guiding principles such as anti-racist pedagogy, multimodal teaching, algorithmic thinking, and interdisciplinary learning have influenced every course I design and teach. These principles are rooted in my commitment to creating inclusive classroom spaces and educational experiences that honor students' educational goals, interests, and existing knowledge while maintaining scholarly rigor and setting high expectations.

Integrating anti-racist pedagogy in pursuit of inclusivity and diversity

I uphold an ethic of inclusion and strive to foster a compassionate learning community that respects diversity and equity. To develop students' cultural responsiveness, I intentionally include materials from global perspectives, especially marginalized and underrepresented scholarship. Moreover, I introduce assignments through theoretical lenses that highlight the ethical dimensions of rhetoric and ensure that students of all racial, gender, and cultural identities feel safe in my classroom. To incorporate social justice into my teaching, I design modules to help students recognize racist documentation practices, understand the impact of plain language on documental design, and develop culturally sensitive documentation. During this process, I encourage students to think about structural inequalities within the society, while fostering students' critical analysis skills and critical self-reflection.

Teaching with multimodality to increase learner engagement

In addition to in-person instruction, I have gained valuable experiences in ensuring the quality of online instruction through teaching *ENG 333 Communication for Science and Research* and *CE 590 Professional Engineering Communication.* As online communication may lack the full array of visual and oral cues that help students understand the instructors' messages, I employ multimodal resources (e.g., interactive videos, images, podcasts) to improve students' interpretation. In addition to the functions afforded by traditional course management systems, I integrate external modules (i.e., HTML5 package, PlayPosit, Kahoot) and educational technologies such as the virtual collaboration platforms (e.g., Miro, Gather.town, Trello) to effectively promote active learning and student engagement. With in-person instruction significantly disrupted by COVID-19, I pay particular attention to accommodating the diverse set of needs of my students, while making their online learning accessible. In evaluations, my students describe my classroom as "very interactive," report that I "encourage deep thinking" and I am "incredibly caring," and assert that my course helps "understand the importance of writing in the sciences and the intricacies within it."

Adapting to emerging technologies by nurturing algorithmic thinking

To adapt to the rapidly changing world, I am committed to evaluating new pedagogical practices and incorporating emerging technologies into course activities and student projects. As a complement to traditional approaches to professional writing instruction, I incorporate computational and algorithmic thinking into my instructional design. I assign readings related to the intersections among artificial intelligence (AI), technical communication, algorithms, ethics, entrepreneurship, and automated writing. Instead of focusing on the conventional documents in

"employer projects" such as CV and cover letter, I guide students to curate their digital persona to survive in AI-augmented candidates screening technologies. I also encourage students to think about the ethical issues involved in this process.

Promoting critical thinking through interdisciplinary learning

As an instructor of professional writing and STS, I have worked with students from diverse socioeconomic, national, and ethnic backgrounds, as well as disciplinary traditions. I encourage students to critically think from multiple perspectives and draw from the insights outside of their academic disciplines. For instance, when we discuss environmental apocalypses in *IDS 201 Environmental Ethics*, I guide students to approach it from their diverse academic backgrounds such as chemistry, physics, meteorology, geology, and sociology. Such interdisciplinary discussions significantly boost students' ability of critical thinking on controversial issues.

Conclusion

A teacher's education is never complete. To improve my teaching and communication skills, I routinely attend professional development courses and workshops. In addition to receiving the *Teaching and Communication Certificate* from NCSU, I have enrolled in multiple courses about effective teaching covering in person, online, and hybrid modes in LinkedIn Learning or Coursera. I have learned a wide range of important skills such as the ways to teach with technology, incorporate gamification in learning, and increase learner engagement. I look forward to putting continuous effort into my teaching assignments, which is beneficial to not only my students but also my ongoing professional development.