I like to explore learning with my students as a lifelong journey. If I teach them to be continuous learners in this era of exponential change, then I have achieved my goals. Dwarfs can see further by standing on the shoulders of giants. – Although I am not a giant, I want to provide such platforms that students can build upon. In such ways, my students will have the resources and the environment to study and to grow. My mission will be completed the moment that I see my students perform better than myself and attain great success in their lives.

I enjoy teaching because sharing experiences with my students is a win-win situation where we can learn from each other. Not only do they learn from my teaching, but I also learn from my students as well. They always surprise me with fresh and creative ideas. If I worked alone, I might be stuck now and then without new insights coming in. Instead, talking to my students can totally change my mindset and give me opportunities to rethink their new perspectives. For example, I have recently presented a project for teaching students how to design a board game based on their memorable journeys. Without teaching, I would never have discovered how interesting and inspiring it is to create a board game for people to play with based on their own memories. During this process, I learned from my students a variety of ways to describe and illustrate their journeys by creative design – many of which I had never conceived.

Design is about problem-solving. Instead of teaching students how to draw well, my teaching focuses on fostering their creative and critical thinking abilities. Not focusing on the end results, I tell them to explore more on the journey: research, problem identification, synthesis, and iteration. More than one solution is always encouraged. They learn to solve problems by practicing various and diverse methods through trial and error. I want them to fail early so that they will learn from these experiences and move forward both innovatively and creatively. These design approaches build an original and individual path they can take into the future.

In order to smoothly guide my students through this creative design journey, I usually give them a variety of materials and assignments to discover and develop. Teaching methods include research and development, case studies, one-on-one critique, group critiques, and written/oral presentations. I always encourage students to use the latest technology such as advanced design software, 3D printers, and laser-cut workshops. The courses are usually divided into 4 - 7 sections based on projects that focus on different learning objectives. Smaller projects are 1-2 weeks long and some of the tasks can be done with me during class time so that students don't worried about the timelines. For larger projects such as the midterm and the final ones, I let them know the specific requirements as early as possible. They have plenty of time to think of ideas and work along the course by developing the required skills step by step. During the classes, I encourage students to engage in peer-reviews and group discussions; outside classes, students are welcome to contact me directly for one-on-one consultancy. Through these ways, I can give

students more personalized advice and have seen its effectiveness for my students who come from different cultures and a variety of backgrounds.

Students' work is evaluated through designated rubrics, but I don't give the grades by a percentage scale. I evaluate them by seeing their individual learning curves and achievements. Grades are reflections of the students' hardworking process based on but not limited to evaluations of their creative ideas, critical thinking abilities, self-critique awareness, collaborative spirit, and communicational skills. Whether one student does better than the others isn't the goal but, instead, the answer is more like: "Is the student getting better than yesterday?" Critical thinking is crucial. It is helpful to rethink for a while in each stage during the learning process. In such a way, students can grow gradually and faithfully. My goals for the students are achieved if they build up their own way of problem-solving and they think better than before.

Being part of a minor community, I strongly share the empathy of requesting social equity. I take special care for my classes to be inclusive and open that allows for complex ideas and different perceptions. I always encourage my students to speak for themselves where diverse perspectives are welcomed in each end-to-end design process.

As a teacher, I learn and grow as I teach. I utilize students' evaluations as well as their engagement during the classes to see how effective my teaching is. If some of my teaching methods need improvement, I search for new creative ways to implement them. I also rethink and adjust my teaching materials and assignments to keep track of students' growing needs and with the ever-emerging new technologies. For example, new design software is coming out every year. I always learn the new ones that I consider useful and I encourage my students to learn these through updated assignments and projects. I hope to go on learning and teaching for my whole life. Nothing is better than seeing my students' success both in their academic years and in their lifelong journeys.