

### 1. Perspective

I view learning as a dynamic process fueled by curiosity and grounded in open-minded exploration. My overarching goal in teaching is to spark intellectual curiosity, encourage rigorous inquiry, and cultivate students' capacity for critical thinking, both inside and outside the classroom.

### 2. Course materials

Course materials typically include a carefully chosen Main Text, alongside varied supplementary readings. I follow new releases from major publishers and communicate with their salespersons to stay updated about all my options. I choose texts that are accessible, cover the subject thoroughly, and facilitate critical engagement, avoiding overly complex options. Supplementary readings are drawn from diverse sources. For some courses, I prepare digital booklets with key information, visuals, and occasionally videos to support student understanding and analysis.

### 3. Instruction

My lectures often use real-world case studies as a starting point, allowing students to grapple with concrete examples before moving to abstract concepts. Presenting case details with charts, photographs, and videos helps illustrate the material clearly. This approach encourages students to maintain focus and begin their analytical process with tangible information.

### 4. Varying teaching strategies

While core elements remain consistent, I adjust teaching strategies to suit each course's focus and learning objectives, aiming to stimulate curiosity and analytical skills. In Research Methods, for

example, students develop a proposal through activities like online group work, peer feedback, and literature review, building practical research and collaboration abilities. Courses emphasizing global perspectives or visual literacy might involve film analysis, guided discussion, or data visualization to help students connect theory to practical contexts and analyze information presented in different forms. In interdisciplinary courses (e.g., global and labour studies students together), classroom discussion intentionally draws on these different perspectives.

## **5. Online teaching**

My experience with online teaching dates back to 2013 and includes delivering courses both synchronously and asynchronously, particularly during the 2020-2022 pandemic. Aware of potential online challenges like reduced interaction, I prioritize clear structure and guidance for course requirements and assignments. Regular communication through announcements, reminders, and supplementary links helps keep students informed and progressing through the material.

## **6. AI policy**

My approach to AI involves permitting its use in structured ways that enhance, rather than replace, student learning and critical thinking; fully AI-generated projects are not permitted. Especially for online or take-home work, assignments are designed either to limit reliance on AI or incorporate it accountably.

For instance, an assignment might involve a structured conversation with an LLM, assessing the student's inputs, critical follow-up questions, and application of course material, thereby using AI as a tool for analysis. Furthermore, my assessment philosophy emphasizes guiding student learning; multi-stage assignments requiring personal reflection and analysis are used not just for evaluation, but also to provide feedback for improvement and make the development of their analytical thinking visible.

## **7. Summary**

My overarching goal in teaching is to spark intellectual curiosity, encourage rigorous inquiry, and cultivate students' capacity for critical thinking, both inside and outside the classroom. By designing well-structured courses supported with carefully selected materials, real-world case studies, and diverse activities, I strive to keep students engaged and to help them see the broader relevance of what they learn.

Furthermore, I remain attentive to shifting pedagogical needs—whether brought about by rapid developments in technology, varied disciplinary perspectives, or changing global contexts. By welcoming students' different viewpoints, promoting problem-solving skills, and thoughtfully incorporating AI where appropriate, I aim to create a dynamic learning environment that equips students to become not only careful thinkers, but also active, informed participants in their communities and future endeavors.