

STATEMENT OF TEACHING PHILOSOPHY

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Goals & Foundational Principles

My teaching philosophy is framed by my learning-related experiences as a student, an educator, and a practitioner in various fields. As I reflect on my beliefs, my goals as an educator in the apparel design discipline are based on three principles: (a) active learning has a strong positive influence on students' learning outcomes, (b) systematic assessment procedures promote students' acquisition of knowledge, and (c) the most effective learning is achieved by doing. To accomplish these principles, I focus on three areas: 1) apply teaching strategies to guide the goal achievement process, 2) enlighten the practical implication of knowledge, and 3) establish an environment with positive communication.

Teaching & Assessment Methods

Teaching Strategies: Facilitate Goal Achievement Process

Given that undergraduate courses in fashion merchandising and design provide students with foundational concepts and knowledge, I use a combination of traditional lecture and problem-based learning formats in my teaching. All my courses involve at least some practicing components, giving students opportunities to obtain further knowledge of the course content through engagement in hands-on activities. I strongly believe that providing a clear, well-defined goal is vital for students to maximize their learning outcomes. While working as a lecturer teaching design classes at Central Michigan University, I sent out weekly emails, explaining the weekly objectives and how they were related to the overall course agenda. I also tried to provide specific feedback to students about whether their work properly reflected weekly, monthly, or general course goals. On my course evaluation, a student stated, "*Students knew exactly what was expected of them for each assignment, and instructions were presented in a clear manner.*"

I also develop course materials, curricula, in-class activities, and assignments to challenge students within their talent and ability levels. Various learning activities contribute to students' holistic learning and lead students of all levels toward their full potential. To provide a better learning experience for students, I use multi-level assessment strategies in a systematic way. For example, students gain familiarity with basic concepts and principles by practicing with them before the course to prepare for in-class activities. Next, students demonstrate knowledge and apply techniques to connect concepts by testing skills they learned or developing projects as assignments after class. In bringing together their learning for the course, creative projects and presentations allow students to demonstrate their abilities by integrating what they have learned throughout the

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semester and generating their own ideas. I also use a portfolio assignment to identify how students have developed and improved during their learning process. For example, in my fashion CAD course, my students created a final retailer project using Adobe Illustrator/Photoshop to understand the purpose of CAD in the apparel industry, as a final portfolio assignment. This project provided the students with opportunities to reflect on and assess their own learning and synthesize what they have learned throughout the semester.

Practical Implication: Application for the Future

In my role as an educator, I use my expertise to inspire students and ensure that they are well equipped to find and evaluate the resources they need to address any challenges that arise in their design practice. Throughout my experience as an instructor and teaching assistant, I have worked hard to ensure that all my courses include an element of hands-on learning that requires students to participate directly in creating their own knowledge. I believe that students learn from participating in real-world activities. I embed activities in the process that are designed to help students develop practical insights from real-world experience as they engage in learning the content. I have found that most students respond very well to learning outcomes and achieve their own educational goals through active learning. For example, in the fashion design studio class, my students participated in critique for two class projects (i.e., sustainable design project and innovative design project). While participating in the critique activity, my students were able to share their opinion in an active and collaborative way such as pattern methods, fabric/material choices, construction problems, and design concepts.

These activities have prompted my students to elaborate on their thinking and ideas and actively share their opinions with each other, thereby producing a truly cooperative learning experience. A student commented that the critique activity provided “*additional resources that were very helpful in building a broader enhancing of their critical thought and creativity.*” Also, two of my students were able to submit their designs to competitions and a local fashion show. This relevant and comprehensive learning content actively engages students so they can go beyond merely memorizing content. One of my ultimate objectives in teaching is to facilitate learning by helping students gain the necessary skills to take control of and become active participants in their own designs. I truly believe that knowledge gained through active participation will become long-term knowledge.

Environment With Positive Communication: Technological and Emotional Support

My teaching philosophy is based on the belief that learning needs to be student-centered and students need to be equal partners in the learning process. A communication-friendly learning environment is also essential to assist students to engage more in their learning process. I am enthused about using technologies for promoting flexible and frequent communication with students. For instance, I plan to use live response gathering services not only to promote an interactive class

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but also to instantly figure out whether students fully grasp the course. In addition, I have strived to make sure there are no students left behind. To do so, I regularly checked the overall participation level of students based on their attendance and assignment scores and reached out to the ones who seemed to be falling behind. After listening to them and identifying what they were struggling with, I provided customized solutions for students to overcome their difficulties. One student given one-on-one mentoring said, *“I really enjoyed her as a teacher and respect her for teaching me how to be a better person.”*

Teaching is not exclusively about transmitting knowledge; it also involves providing students with an engaging learning experience. In order to make this experience meaningful, it is important to encourage students to devote themselves to educational activities and develop a deep sense of the experience to be challenging and enjoyable throughout the learning process. For me, this is what student-centered learning means. It starts with understanding students’ perspectives, including what students want to achieve through my course and what they need to learn to make meaningful progress and achieve successful results. To facilitate this process, I (as an educator) seek out the most optimized teaching methods based on interactions with students.

Overall Value of My Teaching Role in the University Setting

I believe that teaching student to be respectful of others while developing teamwork skills is meaningful in their learning process. I have experienced that people learn best in a truly collaborative and supportive learning environment in which they feel valued and cared for by others. I have designed courses to include components that impart collaborative skills by requiring students to conduct research for papers or presentations as well as participate in group work. Students develop pride in their achievements and learn a professional practice that enables them to develop their ability to work collaboratively and consider others’ ideas. I believe that students should leave their courses with skills that they will use in their future jobs, such as problem-solving and critical thinking, research, and practical communication skills. Students can transfer these skills to their future careers within the entire industry. Thus, as an instructor, my goal is to create a supportive and positive learning environment.

A Culture of Diversity & Inclusion in the University Setting

A critical factor in creating cooperative learning environments is to embrace diversity. The campus should be a place where all students are welcomed, different perspectives are respectfully heard, and every individual feels a sense of belonging and inclusion. Educators who promote an atmosphere of diversity and inclusion are valuable for helping all students access the tools they need to succeed in their careers. A university can enhance students’ experiences and promote collaborative and innovative research by providing an equal opportunity environment that fosters respect and communication across gender, racial, and other communities. Students from diverse ethnic, cultural, and socio-economic backgrounds have different learning styles and skill levels in different areas. I

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strive to create a truly collaborative and supportive learning environment for all students while catering to the specific learning needs of individual students from diverse backgrounds. The warm and welcoming classroom experiences will help students feel confident in their work and guide them toward academic and personal excellence. I believe that this is how to empower students to become confident and successful future leaders.

Summary

My vision of contemporary education in fashion design is to strongly support the basic premise of fashion design education—that is, to develop students' intellectual flexibility, curiosity, creativity, and a life-long love of learning in the fashion industry. A strong and viable curriculum forms the solid foundation for the professional industry-based components in design and merchandising. Of critical importance is my commitment as an instructor to maintaining current knowledge through my professional practices and attending/presenting at conferences in fashion fields. A strong commitment to research and creative activity means creating and maintaining a significant intellectual environment for the advancement of knowledge and service to the students. Throughout my teaching career, fashion design curricula have emphasized professional standards of achievement. Materials in the latest fashion development supplement the course offerings, while study tours and internships in the fashion industry offer students a broad perspective and experience with a global horizon. Underlying the philosophy of my teaching is a commitment to inspiring my students to become world-class fashion leaders in the future.

In short, my experiences during my graduate programs, teaching multiple classes, and assisting professors, offered me the chance to establish my principles for a self-driven learning process. My educational background covering broad design subjects creative/functional/sustainable design, apparel construction, pattern making, 2D/3D fashion CAD, textile design, illustration, and sustainable design and trend forecasting courses as well as my industry experience have also prepared me to provide students with practical lessons and to motivate them to internalize the knowledge. I will continue to find innovative tools and individually customized ways to communicate with students. I am confident that I will be a competent instructor by guiding students through a self-determined learning process.

**Appendix I (Evidence of Teaching Effectiveness) is attached below.

Appendix I. Evidence of Teaching Effectiveness**➤ Summary of Instructor Ratings****FMD 245 Fashion Design Method (Central Michigan University)**

| Question Text | Fall 2018 (n = 16) | Spring 2019 (n = 14) |
|---------------------------------------|-------------------------------|---------------------------------|
| Overall instructor effectiveness | 3.45 | 3.65 |
| Instructor's teaching helped me learn | 3.31 | 3.44 |
| Treated students with respect | 3.58 | 3.66 |
| Accessible to students | 3.44 | 3.44 |
| Organized course well | 3.00 | 3.31 |
| Presented course material well | 3.13 | 3.45 |
| Seemed well prepared | 3.44 | 3.65 |
| Was enthusiastic about subject | 3.44 | 3.44 |

* Strongly Disagree=1, Strongly Agree=4

FMD 345 Draping Fundamentals (Central Michigan University)

| Question Text | Spring 2019 (n = 19) |
|---------------------------------------|---------------------------------|
| Overall instructor effectiveness | 3.58 |
| Instructor's teaching helped me learn | 3.44 |
| Treated students with respect | 3.66 |
| Accessible to students | 3.44 |
| Organized course well | 3.31 |
| Presented course material well | 3.58 |
| Seemed well prepared | 3.58 |
| Was enthusiastic about subject | 3.68 |

* Strongly Disagree=1, Strongly Agree=4

FMD 345 Draping Fundamentals (Central Michigan University)

| Question Text | Spring 2019 (n = 6) |
|---------------------------------------|--------------------------------|
| Overall instructor effectiveness | 4.26 |
| Instructor's teaching helped me learn | 4.68 |
| Treated students with respect | 4.54 |
| Accessible to students | 4.43 |
| Organized course well | 4.55 |
| Presented course material well | 4.67 |
| Seemed well prepared | 4.60 |
| Was enthusiastic about subject | 4.71 |

* Strongly Disagree=1, Strongly Agree=4

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➤ Comments from Students

Most students were satisfied with the step-by-step and visual instructions on pattern manipulation. Students also responded positively to the reminders and announcements I sent to them through Blackboard. The students found the reminders helpful for preparing for the next class.

FMD 245 Fashion Design Method

| Semester | Comments |
|--|--|
| FMD 245 Fashion Design Method (Fall 2018) | <ul style="list-style-type: none"> ● She rarely gets frustrated. ● Always made sure her students understood what was being taught. ● The instructor was very quick in responding to emails and explaining the patterning process. ● She always tries to re-explain anything. ● She always answers everyone's questions clearly about expectation. ● She provided great feedback & was always willing to help. ● She posted the lectures on Blackboard in case we missed anything or sewing technique samples. ● It helps to work with the class moving step by step with pattern making. ● She tried to go through demos multiple times to make sure everyone understood. |
| FMD 245 Fashion Design Method (Spring 2019) | <ul style="list-style-type: none"> ● Made all power points & notes easy to follow. Allowed for questions/help. Provided constructive feedback. ● She provided great feedback & was always willing to help. ● The instructor was always available for feedback. ● Always made sure her students understood what was being taught. ● The instructor was very quick in responding to emails and explaining the process. ● The most part I thought that you did well providing us with feedback. You definitely have knowledge of this field years of professional experience, which I appreciate. |
| FMD 345 Draping Fundamentals (Spring 2019) | <ul style="list-style-type: none"> ● Allowed us to schedule time to discuss projects one-on-one with her. ● Very helpful & gave constructive criticism to improve my creative process. ● She took the time to meet with us several times throughout the semester to ensure that we were confident in our work and to give us feedback. ● Very friendly, approachable, reviewed questions from each project, feedback for assignment. ● She was very patient when it comes to explaining things and made sure that everyone understood the subject matter before moving on. ● Good slides, examples and descriptions. Good class attitudes. Professor is friendly, helpful, and approachable. |

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| <p>FMD 246 CAD for Fashion Design and Merchandising (Spring 2022)</p> | <ul style="list-style-type: none">• Lee was so patient and understanding during this class, even learning something as simple as the pen tool was such a huge advancement for me.• She was very responsive and able to be there for issues as they occurred.• Very thoughtful feedback for every project/assignment. Very vocal in class. Clear explanations.• I really enjoyed her as a teacher and respect her for teaching me how to be a better person.• She made herself available for all students constantly!• Yvonne was always accessible for questions and was always willing to give the same tutorial over and over until everyone felt comfortable with the skills/assignment. |
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