

**HO KWAN CHEUNG  
TEACHING PORTFOLIO**

**Overview**

This teaching portfolio provides an overview of my teaching experiences and interests. Throughout my graduate career, I have had a number of teaching and mentoring opportunities. Specifically, I have taught and am currently teaching several courses to junior and senior-level undergraduate psychology and business students. Additionally, as a lab manager, I have closely mentored many undergraduate research assistants of diverse backgrounds by supervising them on research projects and offering them professional guidance. As evidenced by the teaching philosophy and evaluations provided below, I am deeply committed to both undergraduate and graduate education and strive to instill in my students passion, understanding, and application of relevant course material, through the use of inclusive teaching style.

**Teaching and Mentoring Experience**

In terms of teaching, I have independently developed and taught six courses, each of which range from 15 to 40 students. I have received high marks for instruction, with an overall average rating of 4.2 out of 5.0. I am also currently developing and teaching online courses in both Psychology and Management. For all of these courses, I am solely responsible for all aspects of the course including developing the syllabus, planning the course materials, delivering lectures, and grading assignments and exams. Given my teaching, research, educational background, I would be comfortable teaching courses related to industrial- organizational at both graduate and undergraduate level. I would also be interested in teaching special content courses related to diversity, social psychology, occupational health psychology, psychology of gender, training and development, groups and teams, and statistics.

In addition to a variety of teaching responsibilities, as the lab manager of the Workplace Diversity Research Group, I served as a mentor to 15 undergraduate research assistants. I have collaborated closely with these students on all stages of the research process including developing research questions, designing research studies, collecting, coding, analyzing data, and writing manuscripts. Moreover, I have also provided guidance to these students in terms of career-related goals and interests. Specifically, I have provided support by sharing advice, writing letters of recommendation, and providing detailed feedback on personal statements and CVs. I have also held regular lab meetings where I discussed a wide range of research projects-related issues as well as professional development topics such as career planning and graduate school applications. Students under my mentorship have gone on to gaining admissions in graduate programs of various disciplines as well as internships and full-time job positions.

**Teaching Philosophy**

## **Passion**

I see organizational science as an exciting field with real-world implications, and I strive to communicate that to my students. Because a teacher is a role model for intellectual curiosity, I consider it my responsibility to spread my passion to my students. To achieve this goal, I lecture in an interactive style by walking around the classroom and engaging students with thought provoking questions. When I speak in an informative, accessible way, I find that students are more likely to develop a genuine interest in the materials, even when it is normally considered more tedious. To further facilitate students' scholarly curiosity, I often use examples from my research and applied experiences to illustrate points I am trying to make. I also incorporate longstanding and contemporary issues into my lectures, and encourage open, respectful discussions pertaining to these issues. For instance, in a lecture about ethics, I facilitated an open class discussion about the recent controversy on social media sites conducting psychological experiments on its users, and encourage students to link their ideas back to the ethical guidelines I reviewed earlier in class. This helped students see the relevance of class topics in their everyday lives and ignite their interest in learning the materials.

## **Inclusive Teaching Style**

I believe that diversity in the classroom should be openly discussed and celebrated, and I strive to create an open, safe space in which students feel free to express different ideas, opinions, and worldviews. To achieve that, I include the topic of diversity in each of the course that I teach. For content courses, I outline what diversity means and how empirical evidence suggests that increased diversity can be beneficial for both teams and organizations. For methods course, I incorporate research from diversity science as examples when describing different methodological issues so students can understand the importance and benefits of diversity. Second, I aim to use culturally-mediated instruction techniques. In other words, instruction will take place in an environment that encourages multicultural viewpoints so that students understand there is more than one way to interpret a statement, event, or action. In addition to incorporating my expertise in diversity into my classroom instruction, I will also invite other guest speakers so that students can gain a wider perspective on the specific topics of interests. Finally, recognizing that my students have diverse interest and learning goals, I strive to enhance individual learning by including a variety of opportunities to absorb the class materials that best suits my diverse students. For instance, in online courses where many students are older with professional experiences, I try to draw from my previous applied experiences and encourage students to link their work experiences with class concepts. For students with disabilities, I provide class materials in alternate formats beyond traditional Powerpoint slides.

## **Understanding of Scientific Research**

As an organizational psychology researcher, I firmly believe in the importance of teaching content grounded in theoretical and empirical research as to provide students with cutting edge knowledge of our field. Even though most students will not go on to become researchers, it is important for students to understand the scientific method in order to be a critical thinker and consumer of information. For instance, in my research methods course, I demonstrate the

concept of illusory correlation by running the experiment on the class before debriefing them at the end as to the specific experimental manipulations I used. I also assign a project asking students to compare an original empirical research article and a report of it in popular media so they can understand the gap between academic research and its reporting, and the types of generalizations that can be made based on methods used.

### **Application of Learning**

Lastly, I seek to encourage learning that extends outside of the classroom so that students will continue incorporating principles covered during the semester into their everyday lives after the class ends. To achieve this, I incorporate a mix of in-class demonstrations and out-of-class activities. When teaching scientific writing, I often emphasize its common themes with other types of technical writing that students are likely to encounter in the future at their jobs. By stressing the importance of clarity and well-supported arguments in their writing, I hope to encourage students to translate their scientific writing skills into other types of writing after the semester is over. In addition to dynamic in-class activities, I also seek to encourage students to apply course materials in real life through engaging assignments. In my online Groups and Teams class, I ask the students to work in a semester-long project in teams. Specifically, they have to set difficult yet achievable team goals that will benefit the team as a whole. Specifically, they have to complete a series of activities such as ice breaker, proposed schedule, and formal, written proposal. They are then asked to accomplish this goal throughout the semester, document their weekly progress in blog posts, and complete a final paper where they reflect on their success and failures. This project helps them implement theoretical concepts and empirical findings into their own work. It teaches them to effectively conduct a group project with dispersed team members through the use of pre-planning interventions and motivational strategies.

In sum, given my teaching philosophy and extensive teaching and mentoring background, I am confident that I will make a significant, positive impact on the undergraduate and graduate students within the Psychology department at University at Albany, SUNY.