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## TEACHING STATEMENT

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Knowledge cannot be transmitted to students. Rather, learning happens only when students open their mind and would like to carefully consider alternative ideas. I believe the best pedagogy is dialogue where every student and the teacher explore their own ways of learning. This belief reflects the insights I have extracted from a critical examination of my own experience as a student, a teacher, and a researcher in learning sciences. My teaching aims to support the occurrence of real learning in and beyond classrooms through academic dialogue from the following aspects.

First, I will usually ask students to think over by themselves first until they have their own ideas and the eagerness to encounter alternative perspectives. I believe students' epistemic agency is a precondition to the occurrence of real learning. Whether students are active or motivated in their own learning largely determine the efficacy of any pedagogies. The agency reflects in whether students have thought over one topic and whether they wish to share their own perspectives and get to understand alternative ones. I think it a good practice to always give students some thought-provoking materials and questions to think about or one collaborative problem to solve before they come to the class. This is different to flipped classrooms where students are typically asked to watch lecture videos and finish a quiz before class. I think teachers' voices should be heard only after students have thought over individually, interacted sufficiently and finally become eager to know the teacher's perspective. Throughout my undergraduate and graduate studies, I benefited from instructors who guided and organized pre-class thinking and discussion, but who did not require reading authoritative materials or watching ready-made lectures. When I co-taught the postgraduate course Quantitative Research Methods II, I prepared attractive and challenging pre-class questions for students to share and discuss with their peers, which was effective in getting them engaged in the lecture and whole class discussion.

Second, I will try my best to build a classroom interaction culture where divergent ideas can be freely expressed, extended, and challenged. I believe only equitable teacher-student dialogue enables students to really consider their own perspectives and a teacher's alternative ones and makes learning really happen. This belief came to me when I was a teaching assistant for a bilingual graduate course, Educational Technology Research Methods, during my graduate study. In this course, students were invited as co-creators of the course to design pedagogies, prepare teaching materials and determine assessments together. However, I noticed that it was quite challenging for the teacher to talk in a persuasive rather than authoritative manner and for the students to view themselves as co-creators of the course. Students were likely to accept and trust the teacher's voice uncritically. Therefore, in my classroom, I will remind myself not to behave like or be viewed as the authority and welcome students to challenge me and press me for explanations. I will share with them my teaching philosophy in

the beginning and encourage any critical voices in whole-class discussions. I will also create online communication channels to extend in-class discussions and allow them to challenge me whenever and wherever they want to. I believe an equitable dialogic learning environment is crucial in higher education to cultivate open, respectful, independent, and critical minds.

Third, I believe that peer collaboration is another powerful approach to facilitating learning by exposing students to alternative perspectives. Collaborative problem solving in classrooms can bring students potential social, cognitive, and emotional gains. However, these benefits cannot emerge if students do not know how to exchange ideas, provide explanations and justifications, engage in speculation, make inferences, develop hypotheses, and draw conclusions. Research has shown that the competence to engage critically and constructively with alternative perspectives usually does not develop spontaneously but needs explicit learning even for adult students, while teachers seldom offer explicit instruction on how to talk with peers in an academically productive manner. Therefore, in my classroom, I will provide my students with explicit guidance on productive peer talk. I will teach them specific talk strategies and build a group dialogue culture that values equity, respect, and open-mindedness. For example, I will remind students to respect each member and watch out for any emergent status issues in their group discussions. I will also introduce specific talk tools to appropriately encourage the participation of silent students in groups. I will also teach them what an effective argument and counterargument is, and how to effectively understand and persuade each other. In whole class discussion, I will also model academically productive discourse by building on students' ideas, inviting them to elaborate and explain their thinking, and encouraging them to actively listen to and add on others' ideas. In this way, I will build my class as a learning community where everyone feels motivated to interact with each other and psychologically safe to critically discuss alternative propositions. My research makes me believe that continuous learning of these dialogic skills is beneficial to domain knowledge learning and students' lifelong success in society.

Overall, I advocate a dialogic rather than monologic teaching approach and encourage internally persuasive discourse in my class. This reflects insights from my years of experience as a student, my past teaching experience, and my current research on dialogic teaching and dialogic collaborative problem solving. My teaching philosophy has evolved over time. I hope to keep learning and improving as a teacher in the future, and I am certain that I will remain as enthusiastic and committed as when I started teaching.