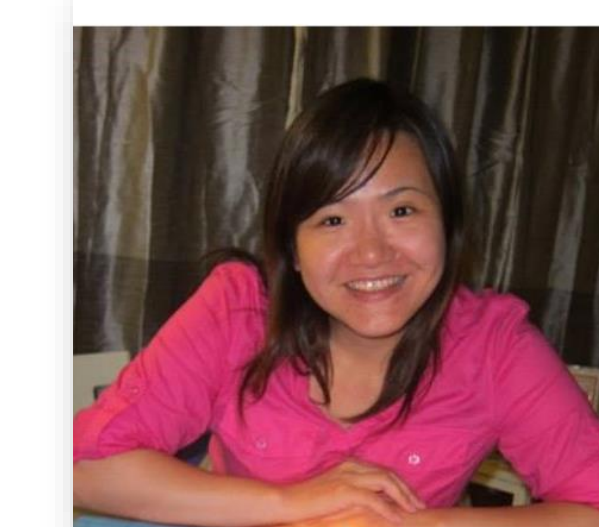


# Course and Project-Based Mentoring Approach: To Promote Teaching, Mentoring, Services and Scholarship in PreK - Higher Education

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## Teaching Philosophy

- Learning is **A Lifelong Journey**.
- Implementing **evidence-based practices** in my research, teaching, and services.
- Teaching, research, and service interweave with each other.**
- Creating a **learning environment** and a respectful atmosphere, which can promote students' **active learning and engagement** in my classrooms or with my mentored students.

## Classroom Teaching

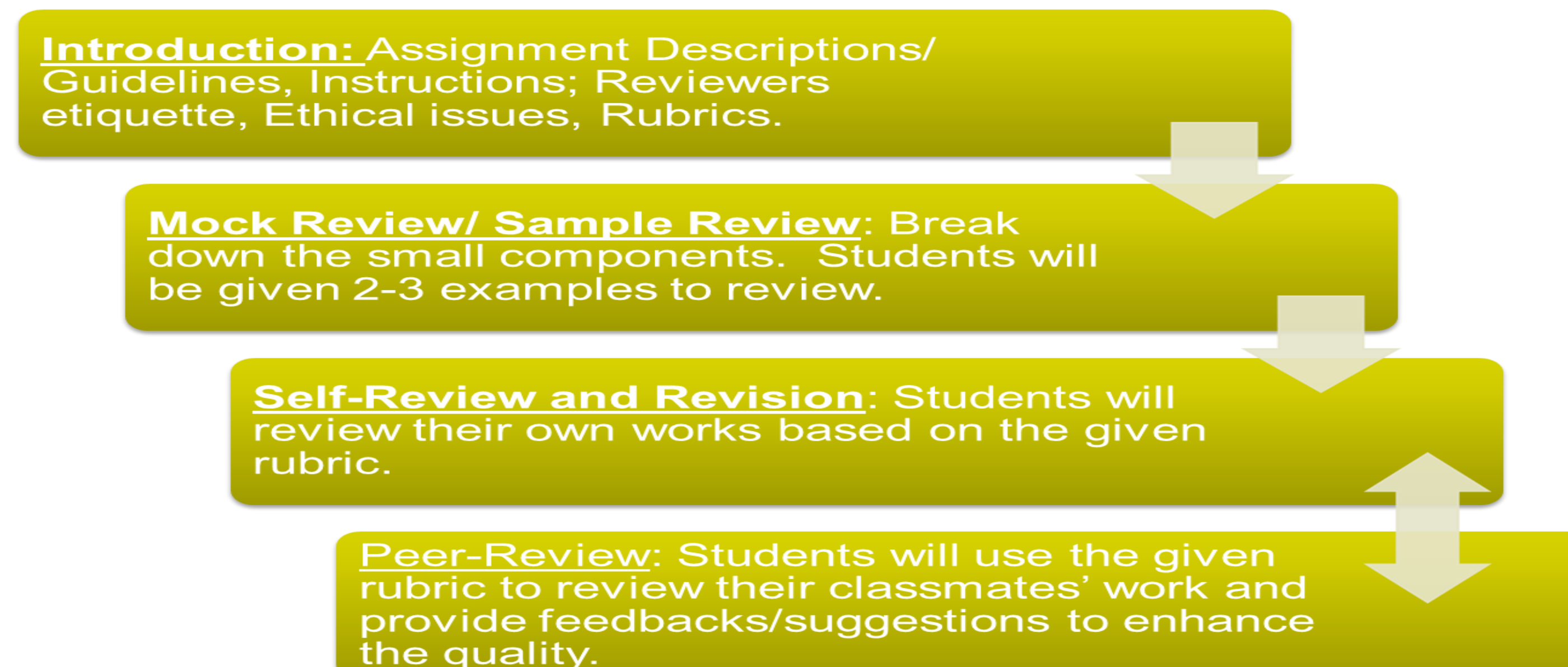
Areas of Teaching Strength	Evidences (Quotes from Students)
Incorporated Course-Based Undergraduate Research (CUREs) and Project-Based experiences	<ul style="list-style-type: none"> <li>"The <b>CITI/IRB training</b> had a large amount of high-level information on issues [such as] ethics, informed consent, and research conduct. Not only did it help me with my overall research of this project, but it helped me to think critically about every question I asked," "all of the articles helped me to prepare for my interview and the post-analysis which followed" (2018, HDFS 3715)</li> <li>"this course taught me the proper ways to interview and provided examples ..." (Student reflection, 2018, HDFS 3715)</li> </ul>
Providing Positive and Constructive Feedback	<ul style="list-style-type: none"> <li>"Provides a <b>good amount of feedback</b> to students on their assignments" (Peer review, 10/23/2018)</li> <li>"Dr. Yeh is encouraging and always provides feedback that gives you ways to improve, but also builds you up." (Fall, 2017, HDFS 6402 Survey)</li> <li>"She gives feedback on every assignment that is helpful for the next assignment" (Summer 2015, CDFR 3321-601 Qualtrics Survey)"</li> </ul>
Using Multiple Instructional Techniques to Engage Students' Learning	<ul style="list-style-type: none"> <li>"Dr. Yeh does an excellent job in having students interact throughout the semester in <b>multiple ways</b>, may it be through discussion boards, peer reviews, group projects, and online meetings." (Spring 2017, HDFS 3321-601 Brue)</li> <li>"I liked that we were able to conduct peer reviews." (Fall 2015, CDFR 2124-601 SPOT survey)</li> <li>"using variety of strategies to cover content, great material and PowerPoint" (Peer review, 03/19/2015)</li> </ul>

## Some Innovative Techniques

- Utilized **project-based approach** embedded teaching, mentoring, services and scholarship
- To encourage undergraduate research, pairing my graduate and undergraduate students in different research projects
- Promoting peer review approach** within the teacher preparation program.

## Mentoring

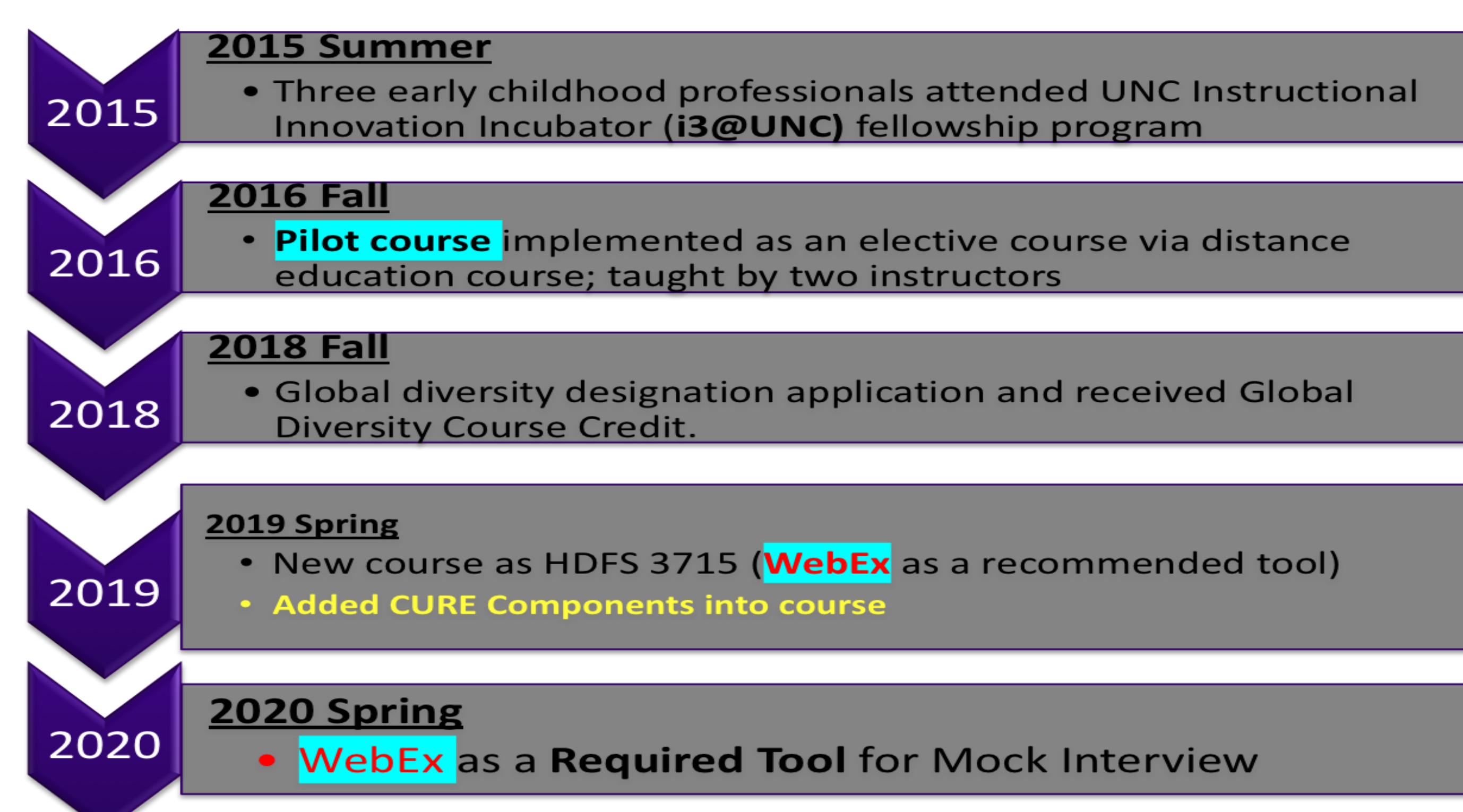
### Peer Review Approach Process



### Mentoring: Utilize Research-Based Approach

- "this project has been a **remarkable experience**. My involvement with it is so deeply rooted in my **undergraduate college experience**, that I will cherish its memories and lessons forever. **I'm incredibly thankful for the skills I've been able to develop**, the amazing mentor I had the opportunity to learn from, and the supportive team I could collaborate with as a result of this project."
- "Dr. Yeh shares her content knowledge and research expertise through regular team meetings. She taught me how to develop **manageable research-based projects**, ... I did two research presentations together with Dr. Yeh."
- "I have **gained skills** related to all aspects of the research process throughout my time with Dr. Yeh, but most importantly, I have **gained a love for research**, and the desire to continue on in academics."
- "My first formal academic presentation was working with Dr. Yeh for her Engagement and Outreach Scholars Academy (EOSA) Project at East Carolina University ...I have been **exposed to many learning and growth opportunities throughout this research journey** at ECU. " **She taught me to love the world of research and academics.**"

## New Course Development & Revision Summary



## On Going Projects

- Cultivating Early Childhood STEAM Parent Workshop Curriculum Development in Pitt County Community
- Parents' Perceptions of Creating an Innovative STEM Learning Community Through Mobile Group Applications
- Public Health Students' Learning Experiences, Concerns and Learning Obstacles from Emergency Remote Instruction during COVID-19 Pandemic
- Students' and instructors' perceptions of using Turning Point in University-level Courses
- Editorial Board Member Journal for ReAttach Therapy and Developmental Diversities

## Scholarship

- Scholarship/Mentoring**
  - Presented six peer-reviewed research presentations with undergraduate students.
  - Had three publications, one peer-reviewed book chapter, thirteen peer-reviewed presentations with graduate students.
  - Mentored two honor students to submit mini-research grants. One of my students received recognition, and this research project was also selected for the Fall 2019 Undergraduate Research and Creative Activity (URCA) award.
- Two Peer-reviewed Edited Books**
  - Singh, A, **Yeh, C. J.**, & Blanchard, S., & Anunciacao, L. (Eds.). (2021). *Handbook of Research on Critical Issues in Special Education for School Rehabilitation Practices*. IGI Global. ISBN13: 9781799876304
  - Singh, A, Varner, M, & **Yeh, C. J.** (Eds.). (2019). *Special Education Design and Development Tools for School Rehabilitation Professionals*. IGI Global. doi:10.4018/978-1-7998-1431-3
- Publication Summary: 16 peer-reviewed publications** (in Tier 2, 3, 4, and Non-Tier (NT) Journals as per SJR. **Three publications** are listed in **PubMed**. The total number of **citations are 171**, as per the Google Scholar. Of the 16 publications, 14 were completed at ECU in the past six years.
- Presentation Summary: presented 43 international and national peer-reviewed research presentations**, two invited peer-review presentations at international conferences, and four invited presentations at International Conferences.
- Grant Submission Summary: Submitted 15 grant proposals (Amount Requested \$ 2,796,156)**, and five proposals were awarded (total Awarded \$ 32,394). One of grant proposals was selected as the top three proposals from ECU and submitted to the **National Science Foundation**, Advancing Informal STEM Learning Program from ECU in 2019.
- Selected Peer-Review Publications**
  - Yeh, C. J.**, Ballard, S., Bian, H., Singh, A., Chung, C., Hwang, S. H., Moore, L., Samermit, P., & Thongsang, P. (2019). An exploratory cross-cultural study: Fathers' early involvement with infants. *Early Child Development and Care*, 1-16. doi:10.1080/03004430.2019.1621859 [Tier 2 (Q2) / 1 citation as per Google Scholar]
  - Singh, A., **Yeh, C. J.** Blanchard, S. (2017). The Ages and Stages Questionnaire: A Global Screening Scale. *Boletín Médico del Hospital Infantil de México*, 74(1), 5-12. doi: https://doi.org/10.1016/j.bmhmx.2016.07.008 [Tier 3 (Q3), 35 citations as per Google Scholar / Listed in PubMed]