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

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<th>Areas of Teaching Strength</th>
<th>Evidences (Quotes from Students)</th>
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<td>Incorporated Course-Based Undergraduate Research (CURES) and Project-Based experiences</td>
<td>• “The CITI/IRB training 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,” &quot;all of the articles helped me to prepare for my interview and the post-analysis which followed&quot; (2018, HDF5's 3715)</td>
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<td>Providing Positive and Constructive Feedback</td>
<td>• “Provides a good amount of feedback to students on their assignments” (Peer review, 10/23/2018)</td>
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<td>Using Multiple Instructional Techniques to Engage Students’ Learning</td>
<td>• “Dr. Yeh does an excellent job in having students interact throughout the semester in multiple ways, may it be through discussion boards, peer reviews, group projects, and online meetings.” (Spring 2017, HDF3's 321-601 Quattric Survey)</td>
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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.

Peer Review Process

- Introduction: Assignment Descriptions/ Guidelines, Instructions, Reviewers, Etiquettes, Ethical issues, Rubrics
- Mock Review: Sample Review: Break down the entire comprehensive, students will be given 2-3 examples to review.
- Self-Review and Revision: Students will review their own work based on the given rubric and class discussion.
- Peer-Review: Students will use the given rubric to review their classmates' work and provide feedback/suggestions to enhance the quality.

Mentoring: Utilize Research-Based Approach

- 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

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<th>Year</th>
<th>Description</th>
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<td>2015</td>
<td>Three early childhood professionals attended UNC instructional innovation incubator (I4@UNC) fellowship program</td>
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<td>2016</td>
<td>Pilot course implemented as elective course via distance education course; taught by two instructors</td>
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<td>2018</td>
<td>Global diversity designation application and received Global Diversity Course Credit.</td>
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<td>2019</td>
<td>New course as HDF's 3715 (WebEx as a recommended tool)</td>
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<td>2020</td>
<td>Added CURE Components into course</td>
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On Going Projects

- Cultivating Early Childhood STEAM Parent Workshop Curriculum Development in Pitt County Community
- Parents’ Perceptions of Creating an Innovative STEAM 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
- Publication Summary: 16 peer-reviewed publications (in Tier 1, 3, 4, and Non-Tier (NT) Journals as per SJR). Three publications are listed in PubMed. The total number of citations is 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 (US$ 2,796,156), and five proposals were awarded (total Awarded US$ 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.
- Grants to Review: University of Massachusetts, Boston, ECU, and Statewide.
- Selected Peer-Review Publications