KyooTae Cho

**Essay 1**

Every student has each different characteristics and preferences of teaching style. There are three learner modes; some students find it easier and faster to learn when using visual teaching strategies such as using pictures or diagrams whereas auditory students learn better when they are exposed to more of discussion based environment. Also, tactile-kinesthetic learners prefer to be taught by using body parts and movements. Since it is challenging to satisfy every student, teachers have to consider effective methodologies and balance various teaching techniques to be beneficial to everyone based on such differences.

As an example of ineffective teaching, when I was a university student, I took one of the required courses teaching about major theorists such as Karl Marx and Max Weber. Including myself, most students were struggling to understand such complicated theories. The professor did not use any visual methodology like PowerPoint slides, but she instead used auditory teaching approach such as reading textbooks in front of the class or just lecturing verbally. I personally had hard time taking notes because not only English was my second language, but also because I had to take notes while listening to what she was saying at the same time. The professor was truly an "explainer" who heavily relied on giving information while students were passive with limited control over the class. Fortunately, there was a group debate session, so that students were able to share knowledge each other during preparation. While I was learning TESOL, I was quite surprised because in the textbook, lecture scored the lowest for average retention rate where teaching or mentoring between students scored the highest.

In contrast, I also have experienced effective teaching method in another major required research course utilizing both qualitative and quantitative methods to look into various aspects of society. Unlike the previous class, the professor was a true "enabler" type. Instead of relying on verbal lectures, she balanced the curriculum with numerous teaching techniques including general lectures, PowerPoint slides, group works and discussion sessions. Especially the reason I thought this class was effective was that the main objective of the class was to conduct a semester-long research project as a group. Each group set a topic on their own, and proceeded projects spending time together both inside and outside the class while the professor acted as a supporter or a guide. Such experience also fits into the average retention rate since I was able to learn better quality of knowledge more effectively through the group activity where members were the main focus of the class, and acquiring knowledge through teaching and mentoring each other.

Again, a teacher's main goal is to teach learners in the most effective way so that each student with different characteristics including preferences, modalities and capabilities can obtain knowledge better. Based on the experiences above, I was able to learn more effectively when I was exposed to an "enabling" teacher while some students might have thought more "explaining" type teacher was more beneficial. Thus, in order to satisfy each and every student, it really depends on teacher's competences how to balance various teaching strategies in their curriculums. For instance, a teacher can hold some lectures to satisfy students with auditory intelligence, run various group activities to fulfill interpersonal learners' needs, and conduct outside activities for more kinesthetic students all in one curriculum. In this way, not only all students can be more evenly satisfied, but at the same time, they also can develop intelligences they are weak at. Moreover, although the purpose of teaching is to convey knowledge to learners, I personally think the teacher and students should have equal amount of control within the class realm since they are not in one-sided relationship, but instead they are more in mutual relationship sharing knowledge each other.