

“My primary goal is to help students shape and nurture their **creative practice every day** – exploring what they love to do, learning what they can do better, and fulfilling what the world needs. I try to understand each student’s interests, motivations, and barriers to better personalize each module of instruction. I customize every session of each course to provide the necessary scaffolding for students to generate their own concepts and conduct meaningful work in research, design, collaborative learning, and critical thinking.”

SAMPLE TEACHING MODULE

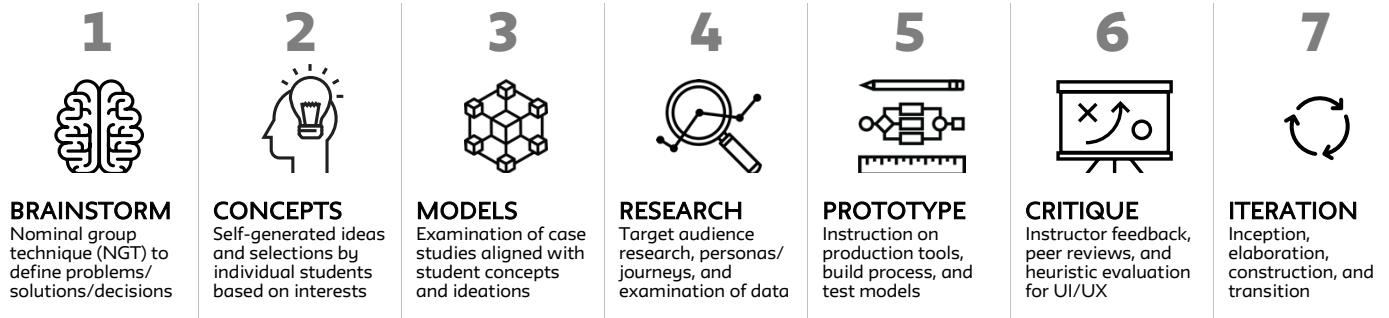
DESIGNING FOR **ENGINEERING + EVOLVING** SYSTEM PROBLEMS

Intervention A	INTERACTIVE LECTURE AND DISCUSSION				
Concepts	Engineering System Problems		Evolving System Problems		
Introduction	Designers tend to frame projects around engineering system problems. For example, we describe the process for designing a website as analogous to building a house – with wireframes as the equivalent of blueprints and design comps as architectural renderings.		Designers increasingly require an understanding of the unique nature of evolving system problems – perpetual challenges that change over time. We are unlikely to create a single “magic pill” that will address the complexities of 21 st Century problems and longstanding social injustices.		
Characteristics	▪ Clear beginning, middle, and end ▪ Limited number of variables ▪ Finite number of solutions		▪ No beginning, middle, and end ▪ Many interacting variables ▪ Large number of possible solutions		
Case Studies	▪ Virgil Wong NYP.org web+mobile design (2019) ▪ Frank Lloyd Wright Fallingwater house (1935) ▪ Herman Miller Aeron chair (1992-1994) ▪ Brooklyn Bridge (1867-1883)		▪ Health behavior transformation: obesity, smoking cessation, diabetes management ▪ Climate change, economic inequality, racism, xenophobia, misogyny, homophobia, transphobia		
Intervention B	CRITICAL EVALUATION WORKSHOP				
	Using (recycled) color-coded Post-it notes, students write, examine, and discuss similarities and differences in designing for engineering versus evolving system problems. For example, most pharmaceutical companies treat obesity as an engineering problem and create classes of neurological drugs to suppress appetite awareness. Obesity is an evolving system problem that requires personalized mental models, not “magic pills,” to be effective and sustainable.				
Intervention C	BRAINSTORMING WORKSHOP				
	I assign students into groups of three. Group members share engineering or evolving system problems of their own personal or professional interest. Groups mutually decide on one specific topic, begin mapping out the problem using brainstorming techniques presented in class, and start researching existing solutions or organizations that are currently working on the selected issue.				
Assignment	GROUP PROJECT TO PRESENT “NEW CHALLENGE” CONCEPT				
	Based on the “New Challenge” (a former New School program offering \$10K awards to students working on social and environmental innovations), each group creates an informed proposal that defines the problem of interest, a novel solution, and how each team members can apply prior knowledge or experience to help the community affected by this problem. Students pitch their presentations in the following class and provide constructive feedback to each other per established rubrics and guidelines.				
Rubrics		“EXCELLENT”	“GOOD”	“SATISFACTORY”	“NEEDS IMPROVEMENT”
	1. Problem Definition	S.M.A.R.T.*	Specific and Measurable	Defined but needs focus	Very broad or general
	2. Novelty / Efficacy	Unique / Likely effective	New / Could be effective	Been done / Effective	Been done / Not effective
	3. Student Alignment	Strong, seamless fit	Direct connections	Indirect connections	No connection to concept
Learning Outcomes	Capacity to:				
	▪ Understand and characterize systemic problems ▪ Ideate/analyze topics and research existing options ▪ Propose/communicate potentially viable solutions		▪ Evaluate proposals based on novelty/viability ▪ Collaborate with other students ▪ Apply own skills/interest/experience		

* S.M.A.R.T. = Specific, Measurable, Achievable, Relevant, and Time-bound.

SAMPLE TEACHING MODULE (EXCERPT)

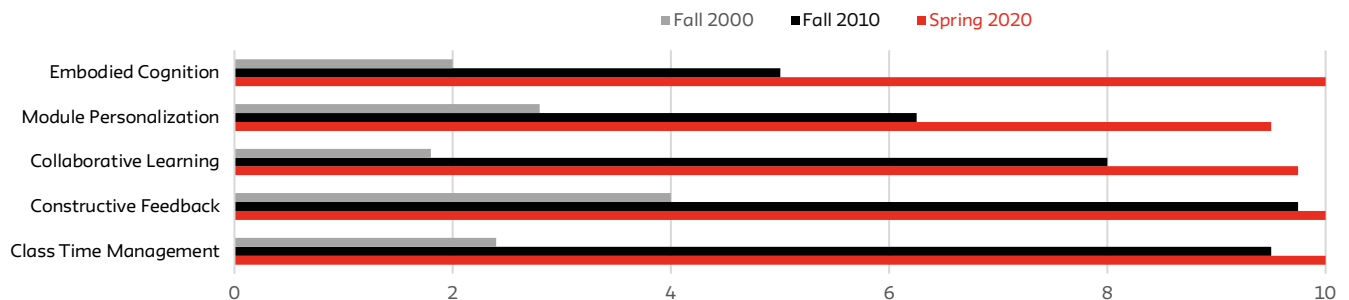
DESIGNING FOR **VR/AR** AND WEB/MOBILE/CHAT APPLICATIONS



CHANGES IN TEACHING PRACTICE OVER THE PAST 20 YEARS

As an instructor and digital strategy consultant for both non-profits and global Fortune 500 companies, I have worked constantly to not only improve my teaching skills but ensure that students receive critical insights into a constantly evolving industry. I have provided students with best practices and case studies across key verticals from the period of the dot-com bubble in the 2000s to current trends around digital transformation through data, cloud, A.I., and intelligent automation.

Over two decades, I have implemented principles of embodied cognition (physical interactions to support mental constructs), personalization, and collaborative learning in my classes. Based on student and department evaluations, I have also improved the format and rigor of critiques and follow a clear schedule/agenda for each session to manage class time more effectively. I update and iterate my course design every semester to ensure the best possible experience for my students.



Pursuing my Ph.D. at Columbia University Teachers College from 2009-2013 had a significant impact on my teaching. The program covered the principles and research methods of cognition and learning – as well as understanding pedagogical frameworks and the latest research on leveraging new technologies to influence learning outcomes. Becoming a student again was also an exercise in empathy. From both positive and negative experiences with Columbia faculty, I am now vigilant about immediately replying to students' emails, checking-in with students facing specific personal or academic challenges, and providing respectful and compassionate guidance throughout my courses.

TEACHING TO THE EVOLVING **DIVERSITY** OF OUR STUDENTS

I am enormously proud of The New School's diversity and large numbers of international students from 116 different countries. It is an incredible opportunity to work with creative and enthusiastic people from all around the world. Their energy, ideas, and passion fuel every single class I teach; they are the reason I have stayed at The New School for 20 years. Even with the most meticulous course planning, I have come to expect new discoveries and surprises every semester. My students draw from a seemingly limitless reservoir of creativity, and it is their varied natures and backgrounds that make our work and experience together so rewarding.

