Ling-Teaching Statement

I believe that students learn through interacting with their peers and their instructors, receiving individual attention and feedback on their works, and applying concepts and methods learned to their analysis and creative works. In my teaching, I like to cultivate a supportive environment where students can feel safe making mistakes and trying out new things. I also like to implement interactive activities, so students can apply what they learned immediately to in-class activities.

Music Theory Courses

I served as an Instructor of Record in spring 2022, teaching Introduction to Music Theory. In the class, my goal is to familiarize students with basic concepts and fundamentals such as clef and meter, key signatures, intervals, chords, basic Roman numeral analysis, and form. During class, I use exercises and other interactive skills to ensure students are constantly engaged and to ensure they have a chance to reflect on what they just learned in class. I also try to give students as much individual attention as possible.

Toward the end of the semester, I assigned students a portfolio project in which students needed to transcribe a song of their choice and compose a piece of music. While they were working on their project, I met with all the students individually at least twice to ensure that I could answer as many of their questions as possible and give them timely feedback on their work. I also implemented a peer review session into this project so that their partner could have a chance to comment on the practicality, as well as the aesthetics of their peer's work.

I also built in a listening and discussion leading component to my course. Each week, one student would propose a piece that the entire class (including me) listened to, and every Friday, for the last 15 minutes, the student would lead a discussion of the work they proposed and share with us what they found unique/interesting in it. This low-key and relatively informal presentation helped students synthesize concepts learned in the class and familiarized them with how to talk about music other than "it sounds cool." Furthermore, this component was rated by multiple students as their "favorite in class activities", as shown in **Appendix 1.**

Music Theory Labs

I had three semesters of experience teaching music theory labs (Music Theory I, Diatonic Harmony in fall 2019 and fall 2021, and Music Theory II, Chromatic Harmony in Spring 2020). In music theory labs, I aim to use the lab section as a tool to reinforce the concepts from the lecture through a combination of sight-singing, ear training, and keyboard exercises. When teaching labs, I focused on cultivating a supportive community where students could feel free to make mistakes. All my labs are very activity-oriented. During classes, I would frequently divide students into groups so we could sing canons and duets on the spot. I would often send students to the board so we could puzzle out a dictation together, and I would send students to the piano so they could play the keyboard exercises in front of the whole class.

This approach wouldn't work if students don't feel comfortable and supported in the class. To encourage this positive and supportive environment, I implemented group assignments in all three labs I taught, which asked students to practice together on a weekly basis. Students often forge a strong bond through practice together regularly. Since they already knew each other's skill levels, it made them more comfortable practicing in class with everyone else. Furthermore, when teaching lab, instead of taking a role of an instructor and simply giving students guidelines, I like to jump in and do all the practices with them. I would practice all the keyboard assignments with them and would walk them through each exercise on the piano with them before sending them to practice. I received very positive feedback on this approach, as shown in **Appendix 2**.

Composition Courses

I served as a TA for Introduction to Composition in Fall 2020, Counterpoint in Spring 2021, and Introduction to Electronic Music in Fall 2022. I played a significant instructional role in all three courses. I taught three modules in Introduction to Composition: writing for historical keyboards, writing for percussion, and writing for mixed ensembles. For modules I did not teach directly, I gave students comments on all of their compositions and am available to meet with them regularly if they have any questions. I recognized that everyone was writing their own music in the class. Therefore, I would need to take a case-by-case and highly individualized

approach in discussing everyone's work so that students' needs were met. I also recorded and edited all of their keyboard pieces for them, as well as two students' final projects.

My approach to Introduction to Electronic Music is similar. I made myself available to help students troubleshoot technical obstacles they encountered while working with recording samples both inside and outside the class, and later in the semester, I will teach two sessions on two topics of my choice. I aim to use these two sessions to open up further conversations on composers' individualized aesthetic decisions in today's music-making.

In Counterpoint, I led a 30 minutes "lab" session every week throughout the semester. During the weekly "lab" session, I bring in contrapuntal music of my choice, and I analyze the piece on the spot with students. I also led improvisation sessions in this class, where we improvise based on contrapuntal principles and make music together. Toward the end of the semester, we were able to improvise a fugue exposition on the spot with any given subject.

As an educator, I value interaction with students. I am available outside of the classroom; I care about individual students' artistic development and personal growth; and I value cultivating students' critical and analytical minds. In the future, I plan to continue implementing additional tools and approaches to further help my students and to meet their needs.

Appendix 1: Excerpts from Course Evaluation, Music 161, Spring 2022

Course:	MUSIC-161-01: INTRO TO MUSIC THEORY.MUSIC-161-01.
Instructor:	Huijuan Ling *
Response Rate:	7/14 (50.00 %)

1 - Your personal level of engagement with the course was:

Response Option	Weight	Frequency	Percent
Very low	(1)	0	0.00%
Low	(2)	0	0.00%
Medium	(3)	1	16.67%
High	(4)	4	66.67%
Very high	(5)	1	16.67%

Means: Question 4.00, Subject Overall: 4.06, Undergrad Overall: 3.83

Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median
6/14 (42.86%)	4.00	0.63	4.00	93	4.06	0.91	4.00	15402	3.83	0.94	4.00

2 - What knowledge, methods, skills, insights, or ways of thinking did you develop in this course? Please describe three specific things you learned.

Response Rate	7/14 (50%)

• Learned how to classify chords, do roman numeral analysis, and identify scales.

• I learned how to analyze the texture and structure of a piece, how to write music for multiple parts, and improved my ability to sing in tune.

• This course specifically taught me solfege, how to approach transcribing and composing, and how to analyze pieces while being comfortable with justifying interpretations of music. I think most importantly, this course taught me to just try new things even if I don't think I'm ready yet. I was incredibly surprised by how the transcription and composition project turned out, and I think this course was invaluable to be by forcing me to do something I was initially scared of failing horribly at.

• Music theory terminology, music theory concepts, composition and transcription using concepts we learned

• I knew nothing about music theory walking in so I learned a lot. I learned how specific chords are formed, how different lines of music interact with each other, and how to write music.

• All things music theory

• Learned how to analyze chords, macro analysis, and how to write a basic composition.

3 - Reflecting on the overall learning environment of this class, in what ways did the instructor(s) and the structure or components of the course facilitate your learning? Are there specific course components or methods of instruction you'd keep for future years?

Response Rate	7/14 (50%)

• Love the instruction methodology of lectures then HW sets on what we learned. The quizzes and grading were also fair.

• The professor did a great job of giving examples for different course concepts, and the music analysis/presentation concept was great for creating a sense of community.

• I think the instructor strongly facilitated the learning environment in this class. The projects were hugely helpful and rewarding, and although they could be a stressful experience at times, the instructor was aware of this, and gave incredibly helpful feedback during office hours, and even emails (which I would absolutely consider exceeding what should expected). Furthermore, these emails were often incredibly detailed and provided strong insight on how to improve in the class. Additionally, while stressful, many of the exercises done in the class where each student has to solve an exercise did help facilitate and check our understanding (by going through many examples). Another thing that was incredibly generous was that students could revise their homework, and I found that the notes left by the instructor helped to clarify huge misconceptions. Sharing music through discussion was also a very fun activity. I think all of these made for an incredibly useful and rewarding course. Some of these might be incredibly difficult to keep due to time constraints, but even keeping a few would still result in an amazing course.

• I liked how Huijuan was flexible and patient with us and understood that some concepts were difficult for us to fully comprehend on the first attempt. Being split into groups to do group activities helped my learning, and the rhythm and melody exercises we always did at the start of class brightened up the mood.

• I liked the class a lot! She kept everyone engaged by joking around and making sure everyone understood the topic at hand. She obviously wanted everyone to learn.

• Going one by one around the classroom for various exercises was mortifying but effective for learning

• The interactive parts of the class, such as the solfage and rhythm exercises, were helpful.

4 - What might improve the course? Are there specific course components or methods of instruction you'd change for future years? Did anything in particular impede a positive learning environment?

Response Rate	7/14 (50%)

• What could improve the course would be making the lectures themselves more interactive especially when blazing through new material.

• I thought the course was very well taught.

• It would be awesome if lectures could also be recorded (or just parts of the lesson) because the slides are occasionally slim, and the explanations given in class are outstanding. Although this might kill some motivation for asking questions, so maybe record only part of the class. Switching stuff on the chalkboard to iPad notes might also be helpful too (or even having a few scribbled notes on the slides). I would love to have an improvisation component or greater focus on pop music theory to the course, but that might be hugely out of the scope of this class.

• Nothing I would change

• I think it would improve the course by going through a bit slower. It in no way impeded my learning, and actually that's how I like to learn but, some people might get a little confused on the way.

• Pace was too fast. Impossible for students without extensive music background already

• No

5 - The course was intellectually stimulating. It made me think in new ways, encouraged me to adopt different points of view, or challenged me to develop new skills.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	0	0.00%		
Disagree	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		4.71 4.40 4.16
Agree	(4)	2	28.57%		
Strongly agree	(5)	5	71.43%		
				0 25 50 100	Question Subject Overall: Undergrad Overall:

Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median
7/14 (50.00%)	4.71	0.49	5.00	94	4.40	0.71	4.00	15263	4.16	0.86	4.00

6 - What made this class stimulating or how could it be more intellectually stimulating if it wasn't?

Response Rate	7/14 (50%)

- It was very stimulating since I haven't interacted with music at this level since high school. Constantly singing solfege, or doing the HW sets/making my own pieces helped keep the knowledge in my brain for way longer.

- The balance between keeping the class fun by listening to different songs or even playing music, and learning the more theoretical, rules-oriented part of chord progression kept the class interesting.

- This class was intellectually stimulating due to the small class size, open-ended projects with a huge amount of incredible feedback, and great delivery style from the professor.

- Huijuan encouraging us to actively participate in discussions and the composition and transcription project at the end of the semester made the class stimulating.

- I found the fast pace of the class to be really good for me. I'm able to catch on to things fairly quickly so switching between learning and practicing constantly really helped.

- I liked looking at music theory in modern songs/songs I know

- The class taught me how to analyze music and have a more technical understanding of songs.

7 - Considering all components of the course (lectures, discussions, sections/labs, assessments, projects, course environment, etc), overall the course was

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Poor	(1)	0	0.00%		
Marginal	(2)	0	0.00%		
Average	(3)	1	14.29%		4.57 4.31 3.97
Very Good	(4)	1	14.29%		
Excellent	(5)	5	71.43%		
				0 25 50 100	Question Subject Overall: Undergrad Overall:

Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median
7/14 (50.00%)	4.57	0.79	5.00	93	4.31	0.79	4.00	15327	3.97	0.95	4.00

8 - Based on the effectiveness of instruction (clarity, expertise, enthusiasm, rigor, support, inspiration, etc), overall the instructor, Huijuan Ling, was -

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Poor	(1)	0	0.00%		
Marginal	(2)	0	0.00%		
Average	(3)	1	14.29%		4.57 4.39 4.16
Very Good	(4)	1	14.29%		
Excellent	(5)	5	71.43%		
				0 25 50 100	Question Subject Overall: Undergrad Overall:

Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median

11 - What would you like to say about this course to a student who is considering taking it in the future?

Response Rate	7/14 (50%)

- While I was initially overwhelmed with the new content and how easy it seemed for some of my peers, after studying for the quizzes and completing the HW sets I found myself quite competent at the material. While this might seem obvious, I would urge students that are even a little interested in music not to drop this class since you will definitely learn something new!

- This class was a fun way to learn basic music theory. I now feel equipped to transcribe songs or even write shorter songs of my own.

- Absolutely take this and any course Huijuan is teaching. Go to office hours for great advice, and try to apply what you learn because it's instantly useful, and there are a ton of applied examples. Classroom sense of community is also surprisingly great, so it'll be a fun time.

- Take it. It gives you a basic yet strong foundation of music theory, and the class is very fun. Huijuan is an amazing instructor who really cares about her students.

- I know that this course may seem a bit extraneous when looking at a music major or minor, but this class will prepare you for any music class in the future.

- You need to be good at playing an instrument at least and even better if you already know music theory... impossible to take this class without prior musical background

- You will have to put effort into the class, but the knowledge is rewarding.

Appendix 2: Excerpts from Course Evaluation, Music 261 Lab, Fall 2021

Course: MUSIC-261-02L: THEOR/PRAC TONAL MUS I
Instructor: Huijuan Ling *
Response Rate: 6/6 (100.00 %)

1 - Your personal level of engagement with the course was:

Response Option	Weight	Frequency	Percent
Very low	(1)	0	0.00%
Low	(2)	0	0.00%
Medium	(3)	1	16.67%
High	(4)	1	16.67%
Very high	(5)	4	66.67%

Means: Question 4.50, Subject Overall 4.04, Undergrad Overall 3.88

Response Rate	Mean	STD	Median	Subject Overall:	Mean	STD	Median	Undergrad Overall:	Mean	STD	Median
6/6 (100.00%)	4.50	0.84	5.00	133	4.04	0.92	4.00	18549	3.88	0.95	4.00

2 - What knowledge, methods, skills, insights, or ways of thinking did you develop in this course? Please describe three specific things you learned.

Response Rate: 4/6 (66.67%)

- I learned and improved so much from this lab, but here are three specific things of many: - improved my sight-singing skills and at singing in general - got better at dictation and hearing intervals and chords - got better at transposition

- Sight-singing, improving on my rhythmic dictation, learning how to read figured bass.

- Piano skills, sight singing, dictation.

- Sight-singing, reading tenor clef, harmonic, melodic, and rhythmic dictation.

3 - Reflecting on the overall learning environment of this class, in what ways did the instructor(s) and the structure or components of the course facilitate your learning? Are there specific course components or methods of instruction you'd keep for future years?

Response Rate: 4/6 (66.67%)

- I thought this class was run really well! Susie always has really helpful feedback and I can tell that when I make a mistake, she really tried to understand why I made the mistake and give helpful advice that I can apply to the future. Sometimes it's like she can read my mind and tell exactly why I went wrong. I also really liked how positive the environment of this class was- everyone was really encouraging and supportive, and I truly felt like this class was a safe space to make mistakes and learn from them. I think that this positive atmosphere was a result of how Susie put a lot of effort into trying to understand us and how each of us think, and how she always worked at our levels. A third thing that I liked was that this class's structure was very consistent- I always felt like I knew what to expect (like the order of things we did). I liked this consistency a lot.

- Susie was really good at keeping the class involved with the material we did; perhaps this is inherent to the more hands-on nature of labs, but I always felt very relaxed in class and enjoyed learning new things from Susie.

- Very constructive feedback. Lot's of opportunities for hands on practice in low-stakes settings.

- Heavily structured class with harmonic, melodic rhythmic dictation, sight-singing, clef reading, piano proficiency. You always knew what would be in class. Everyone in class was very empathetic about other people's singing abilities. It was definitely a safe space and the small class size helped us grow together.

4 - What might improve the course? Are there specific course components or methods of instruction you'd change for future years? Did anything in particular impede a positive learning environment?

Response Rate: 3/6 (50%)

- I thought this course was good. Sometimes I did feel like the quantity of work assigned was starting to become a little too much, particularly work assigned between Monday and Wednesday. I was thinking it might help to have Wednesday's assignments posted earlier, like during the preceding weekend, that way we might have more time to practice? This is just a suggestion though, I thought it was good overall.

- N/A.

- I don't really understand the point of testing alto clef and tenor clef on the piano, especially together in some piano proficiency exercises.

11 - What would you like to say about this course to a student who is considering taking it in the future?

Response Rate: 4/6 (66.67%)

- This class is a lot of work but very much worth it! I feel like I improved so much, particularly in the lab. Things that I had no idea how to do at the beginning of the semester, like some of the sight singing exercises, now seem easy. This class also had a very friendly and supportive overall environment, and it was nice to get to know my classmates well. I would recommend taking this class!

- Lab is a wonderful way to apply knowledge from lecture into practice!!

- Great musical foundation. As a soloist, I had bypassed these basic skills. I'm a much better musician with this foundation.

- Learn alto clef. Know what your singing range is so you can try to get the sight-singing exercises that you know you can sing. Also the office is very cold so practice with a jacket on.