

TEACHING OF
RESEARCH & WRITING

TEACHING PORTFOLIO

2 0 2 0 - 2 0 2 3



N H U N G N G U Y E N

INTRODUCTION

NHUNG NGUYEN- PH.D. CANDIDATE

Teaching Assignments

At the University of Kansas, I teach undergraduate courses – *Media Writing for Audiences* (JMC 304) and *Writing for Business* (BUS 305) – which equip students with critical skills in researching, gathering, and writing across both journalistic (e.g., *news, features, and writing for broadcast*) and strategic communication (e.g., *press release, creative brief, memo, persuasive report, and business proposal*) strands.

I also have experience serving as an instructor and course coordinator for *Information Exploration* (Media Literacy- JMC 302), where I developed and facilitated lesson plans and teaching documents to deepen undergraduate students' skills in seeking and assessing the credibility of information from various sources (e.g. *Google World News, Mintel, public records, and scholarly databases*).

BUS 305: Business Writings (Spring 2022, Fall 2023, Spring 2024)

JMC 302: Information Exploration (Fall 2022, Spring 2023)

JMC 304: Media Writing for Audiences (Fall 2020, Spring 2022, Fall 2021)



TEACHING PHILOSOPHY

NHUNG NGUYEN- PH.D. CANDIDATE

As an educator, my primary emphasis is on the pivotal role of students in the learning process. My two key mottos are **"Inspiration"** and **"Creativity."** The former acknowledges that learning begins when learners are enthusiastic about the subjects they are studying. The latter recognizes that humans possess an unlimited learning capacity, which can take place both inside and outside of the classroom. Therefore, the instructor's most important task is to inspire students with the subjects they are studying and equip them with the skills they need for lifelong learning.

"Why should my students care?"

My goal as an educator is to empower students through higher education. I understand the importance of having instructors who can offer insights and skills that facilitate self-learning. Therefore, I strive to "put myself in my student's shoes" and provide them with the necessary self-learning tools and inspiration. Additionally, since I recognize the unique perspectives and expectations of student groups and individuals, I provide them with customized support to meet their needs adequately. In short, my approach to teaching centers on empowering students through higher education by providing them with self-learning tools and inspiration, considering their unique perspectives and expectations, and tailoring my support to their specific needs.

Through case studies, interactive discussions, and problem-solving exercises, I encourage students to learn deeper insights and be creative. For instance, I use real-life examples, such as Oxfam International's "Pink Phone" project, to inspire curiosity and encourage critical thinking. In researching and collecting information for a course project that aims to provide women in marginalized communities with a means of communication, I assigned students to research the cultural and social aspects of communities where a specific tactic was implemented to help vulnerable women. Through their research, students discovered that in many of these communities, men would confiscate their wives' phones to sell for alcohol. They also found that during the project implementation, the solution was to use the women's phones with pink color to prevent the men from taking them away. This approach aligns with the UN's "Do no harm" framework.

NHUNG NGUYEN

PH.D. CANDIDATE

By allowing students to explore this case study, they were able to gain a deeper understanding of the situation and develop a persuasive communication strategy memo/brief for development projects. These insights emphasize the importance of cultural and social situations before implementing any interventions to ensure that they do not cause harm to vulnerable populations. As a result, they can be able to aware and translate these insights into their real-world development project.

“How do I excite my students, igniting their passion for learning?”

To provide my students with the classroom environment that I wished for as a student, I usually try to create a dynamic, energetic, and open-minded atmosphere. I encourage students to reflect on their priorities for attending the class and provide them with the necessary guidance and support to reach their goals independently. I find it rewarding to see my students explore problem-solving.

In my classroom, I foster engaging discussions that relate real-life situations to the lesson material. I strive to be approachable and friendly with students, letting them know that I am available to offer advice and support as they navigate challenges in their studies and personal lives. Witnessing my students' growth and success is truly fulfilling, and I am honored that many of them still keep in touch years later for guidance and inspiration.

To encourage my students to take an active role in their learning, I make a concerted effort to communicate clear expectations and instructions for course assignments and requirements. Additionally, I offer opportunities for students to practice negotiation skills to achieve their personal goals and priorities.

“What should a classroom be like?”

I value a joyful learning experience and encourage my students to participate actively in class. However, I also recognize the importance of critical thinking, diversity, and creativity in education. I strive to incorporate these values into my teaching through the two core principles of my teaching mottos: **“Inspiration”** and **“Creativity.”** To inspire and encourage creativity in my students, I foster an open and inclusive classroom, I challenge

NHUNG NGUYEN

PH.D. CANDIDATE

them with critical questions to explore different perspectives and encourage them to “think outside the box” in problem-solving.

We have had our fair share of successes and failures, but we always learn from the experience. Additionally, I am open-minded and supportive of students who challenge traditional methods and develop new skills. For instance, in my writing class, I allow my students to showcase their writing skills through visualization and offer extra credit for well-written and well-visualized pieces.

As I have lived and studied in a multicultural environment, I strongly encourage my students to broaden their horizons by traveling and being open-minded toward different cultures, politics, and religions. I believe that as instructors, we should not only teach academic subjects but also equip our students with lifelong learning skills and a respectful approach to diversity, other human beings, and nature. Those skills and approaches are crucial to prepare students to adapt to a diverse and quickly changing world.

SYLLABY

TEACHING AT KU 2020-2023



BUS305_F23_W11am_Nhung



4219-23588:JOUR 304 Media Writing for Audiences LBN

STUDENTS' WORKS

NHUNG NGUYEN- PH.D. CANDIDATE

CREATIVE BRIEF

Marketing Research

New Balance
One of the world's major sports footwear and apparel manufacturers.

- According to IBISWorld New Balance, Belongs two industries:
 1. Shoe & Footwear Manufacturing in the US
 2. Athletic Shoe Stores Industry in the US

United States Association of Manufacturers Inc



Industry and Consumer Trends

Caribou

Industry: Coffee Company

Competitors: Starbucks, Tim Hortons, Dunkin' Donuts
Trade Association: National Coffee Association

By Adreanna Richardson



Students' portfolios:

<https://lillicapen.wixsite.com/lilly-capen>

<https://madisonmvisinsky.wixsite.com/madisonv>

<https://madisonfeldhahn.wordpress.com>



STUDENTS' WORKS

NHUNG NGUYEN- PH.D. CANDIDATE

INTERVIEW STORY

Day in the Life: How the Corona Virus pandemic has changed the life of D1 cheerleader, Morgan Turney.

Gracie Ross | @gracieeross_ October 17, 2020



Morgan Stanley, photo: Gracie Ross

Morgan Turney has known since a young age that she wanted to be a cheerleader for the University of Kansas. "I was born and raised a Jayhawk," Turney said. Both of her parents attended KU in 1991-1994. It was inevitable that she would too end up cheering for the crimson and blue.

Morgan has had the time of her life cheering on the Jayhawks the past two years. However, The Corona Virus pandemic has completely changed the daily life of every person in the world, including Morgan's.

With new restrictions and precautions put in place, it is hardly practical to participate in a close contact sport like cheerleading. Morgan said, "It's like my world has been flipped upside down. I used to spend every waking moment with my teammates, and now I can't even be around them for more than 15 minutes without needing to break up and get hand sanitizer."

Turney, from Wichita, was born in Topeka, Kansas. She is 20 years old and has lived in Kansas for her whole life. It was never a question where she would attend college. Turney's mother, Korri, said, "she would run around the house at just 3 years old shouting "let's go Jayhawks" to every family member or stranger that she saw. It was the cutest thing!"

Morgan is a third-year junior at the University of Kansas. Preceding the Corona Virus pandemic, cheerleading was her favorite part about college. She loves representing something so much larger than herself and being involved in something other than academics that she is proud of.

Her favorite memory as a member of the KU cheer team is from her freshman year. She vividly recalls cheering for the KU basketball team against Villanova, in Allen Fieldhouse. This memory is so substantial to Turney because of how loud it was in the stadium.

She can remember turning around to talk to her teammate that was only three feet away, and not being able to hear him screaming back at her. Turney continued and said, "the energy in the Fieldhouse is unmatched."

The Corona Virus pandemic has drastically affected the way Morgan and her squad are able to practice. To start with, The team was not allowed to practice at all over the summer, or attend their annual cheer camp in Wisconsin Dells, WI. This was a huge let down for Turney and the rest of the team. "I hated missing out on camp this year. It is my senior year, and it is upsetting to know that chapter of my life is over." said senior, Talia Simmons.

Another alteration according to Morgan is that they are required to wear masks and goggles to all workouts and practice. They are also subjected to bi-weekly COVID testing. Morgan notes, she is happy that the University is taking necessary precautions to protect her, her teammates, and all the students in Lawrence.

Even though the pandemic has caused a year of uncertainty, coping, and adjusting, Turney is thankful for the close friendships that she has made while being on the team. Morgan said, "It's crazy to think that some of these girls will be my bridesmaids at my wedding someday!"

She explains that the bond between her and her teammates is irreplaceable. "This has been one of the scariest years of my life. I don't know how I would be getting through these tough times without my squad," she said. Even though this year is unlike any other, Morgan and her team are still making the most of it!

STUDENTS' WORKS

NHUNG NGUYEN- PH.D. CANDIDATE

TV TRANSCRIPTS

Taylor Holecek

LAWRENCE CAR THEFT

{ANCHOR}

Lawrence resident Gary Duncan went to dinner with a friend yesterday and when he returned to his car later that evening, he found it was broken into.

{VO}

<video file="LAWRENCE CAR THEFT" time="0:30">

60-year-old Gary Duncan was having dinner with friend David Freiberg at La Parilla on Massachusetts Street yesterday evening, leaving a package in the backseat. The package was stolen when Duncan returned to his car, inside it an artificial leg costing 8,000 dollars. Duncan lost his leg in an industrial accident over 30 years ago, using a wheelchair when going out and an artificial leg in his house. Duncan had gone to Tonganoxie Limb for a fitting for the new leg just before dinner. The car was locked but the back windshield was smashed.

{SOT}

Sgt. John Cipollina- Lawrence police

"We're trying to encourage people to look into their cars and see what's in there and put it in the trunk. People need to be more careful."

{ANCHOR}

A police report has been filed for the missing item, but it has not been found and no arrests have been made.



STUDENTS' EMAIL AND EVALUATIONS

NHUNG NGUYEN- PH.D. CANDIDATE

EMAIL AND EVALUATION

JOUR 304 Media Writing for Audiences 23588

In-person lectures were very helpful.

JOUR 304 Media Writing for Audiences 23588

The TA contributed to all of my learning. She helped me understand all concepts.

JOUR 304 Media Writing for Audiences 23588

Assignment feedback



Good evening,

First, **congratulations** on your **awards** and achievements! It was cool seeing people I knew at the William Allen White Day Ceremony. It is also cool to see fellow Asians in the J-School. You've been a role model and I just want to thank you for everything you do. It's been very isolating in the journalism school, but it's nice to see people that look like me in faculty and excelling!

Second, I am writing to remind you of my 5 points of extra credit for JMC 302.

Thank you again and thank you for teaching and being a role model for me!!

Best Regards,



JOUR 304 Media Writing for Audiences 23588

Very knowledgeable and relatable teacher, one of my favorite here at KU



ON-GOING CREATIVE PROJECT

CLIMATE CHANGE IMPACTS IN KANSAS



TEACHING EVALUATION

NHUNG NGUYEN- PH.D. CANDIDATE

TEACHING EVALUTATION

University of Kansas – GTA Course Observation Form

Instructor: Nhung Nguyen

Class: BUS 305 (Memo Peer Review)

Observer: Laura Barrett

Date: September 20, 2023

Rating Scale:

5 – Strongly Agree 4 – Agree 3 – Neutral 2 – Disagree 1 – Strongly Disagree

The GTA actively engages students with the course material(s) and subject matter.

5 4 3 2 1

The GTA uses whole class, group, and/or individual activities effectively.

5 4 3 2 1

The GTA asks questions or makes comments that generate a high level of critical thinking.

5 4 3 2 1

The GTA interacts well with students and addresses students' needs and questions.

5 4 3 2 1

The GTA is knowledgeable in key terms, concepts, ideas, and theories and conveys them in a manner that is understandable to the average student.

5 4 3 2 1

The GTA is professional, appropriately dressed, punctual, and prepared for class.

5 4 3 2 1

The GTA adheres to the course schedule and syllabus.

5 4 3 2 1

The GTA makes appropriate use of (*technology/instruments/texts/readings*).

5 4 3 2 1

Overall Assessment of Instruction:

Unsatisfactory Needs Improvement Satisfactory **Exceeds Expectations** Outstanding

Please provide specific information related to the GTA's strengths:

Good work starting on time and having the slides ready to go.

Great job pausing for questions after sharing the info about the AE presentation, and throughout the class.

Nice job referring to specific items on the slides during your presentation.

Good work sharing the key points for each without reading directly from the notes.

Great work moving around the classroom while student start to find the peer review. Nice job quickly helping students find their drafts.

Nice job giving specific instructions (scroll down to the end of the assignment).

Excellent job moving around the classroom so you can help students.

Great work noting that students should give comments to compliment peer review if they follow the examples.

TEACHING EVALUATION

NHUNG NGUYEN- PH.D. CANDIDATE

TEACHING EVALUTATION

Effective pace- moved through quickly. Good use of the slides to guide them through the process.

Effective explanation of headings. Nice job asking the class for an example from their memo and explaining the issues on the board.

Good energy and professional delivery.

Nice job drawing student attention to a specific sentence and asking how to improve. Good point: show not tell.

Good work ending on time.

Nice job answering students after class. No need to meet with students or reschedule their writing coach appointments right after class- you can always refer them to schedule online with a coach if their time no longer works.

Please provide specific feedback and improvement goals in the areas in which the GTA can improve:

Please use name tents each class so you can take attendance and use student name during class. Be sure to take attendance so we know how many students are attending class.

Log out of your email before starting class to avoid getting the email notifications during class.

If is okay if you want to skip a few slides- I'd suggest deleting these from the deck to avoid confusion.

Good to move quickly through the memo example slides but be sure to focus on key issues for each slide (these are common issues in grading – explain the issues on each slide). Or, if you prefer to just skip these slides you can remove them and instead spend more time explaining each slide during the peer review process.

Instead of giving students who did not submit their draft a paper copy to review during class, you can ask them to submit a blank document in class (then, they can access the peer review). This way students will receive feedback in Canvas.

You can skip the explanation on the rubric screenshot slides. Instead, just note the category and color. Then, can move to the slide and start sharing the info, the later slides will highlight the key issues.

Okay to have some pauses/quiet time in between instructions for them to work. This is a good time to make a lap around the classroom to see when students are done with the step.

After explaining the headings, give 1-2 minutes of work time for students to make comments.

Explain all the concise steps for removing filler word/phrases, combining sentences- then give students a few minutes to provide feedback. Can help to give specific instructions where students should look (for example, start with the 1st section, now move down to the 3rd section and add questions to help the writer identify where to add evidence)

“Not the best heading”- instead help them see how to improve. For example, “does a good job sharing the specific topic, you can work to improve by explaining the strategy used to retool the system, or the benefit/problem this will solve”

Discussed in meeting on September 27.

TEACHING EVALUATION

NHUNG NGUYEN- PH.D. CANDIDATE

TEACHING EVALUTATION

University of Kansas – GTA Course Observation Form

Instructor: Nhung Nguyen

Class: BUS 305

Observer: Laura Barrett

Date: Feb. 8, 2022

Topic: Module 4: Concise Wording

Rating Scale:

5 – Strongly Agree 4 – Agree 3 – Neutral 2 – Disagree 1 – Strongly Disagree

The GTA actively engages students with the course material(s) and subject matter.

5 4 3 2 1

The GTA uses whole class, group, and/or individual activities effectively.

5 4 3 2 1

The GTA asks questions or makes comments that generate a high level of critical thinking.

5 4 3 2 1

The GTA interacts well with students and addresses students' needs and questions.

5 4 3 2 1

The GTA is knowledgeable in key terms, concepts, ideas, and theories and conveys them in a manner that is understandable to the average student.

5 4 3 2 1

The GTA is professional, appropriately dressed, punctual, and prepared for class.

5 4 3 2 1

The GTA adheres to the course schedule and syllabus.

5 4 3 2 1

The GTA makes appropriate use of (*technology/instruments/texts/readings*).

5 4 3 2 1

Overall Assessment of Instruction:

Unsatisfactory Needs Improvement Satisfactory Exceeds Expectations Outstanding

Please provide specific information related to the GTA's strengths:

Friendly and helpful- you create a welcoming atmosphere in class.

Good work dressing professionally and starting class on time. Be sure to wait until 3:00 to start- when you start earlier it can be distracting when students arrive after you've already started, and it can be confusing to students if it is time to stop talking/start paying attention.

Great work walking around the class while they are working.

Good work presenting without reading directly from my notes. Can tell you've prepared to cover the key points.

TEACHING EVALUATION

NHUNG NGUYEN- PH.D. CANDIDATE

TEACHING EVALUTATION

Teaching Observation Form (Spring 2021) Due date: May 1, 2021

Name of GTA: Nhung Nguyen Date Visited: April 20, 2021

Name of Observer: Patricia E. Gaston Name of Course: Media writing for audiences

To respond to the following categories, please use Y for Yes, N for No, S for Somewhat, and NA for Not Applicable.

Content

- Y The GTA demonstrates command of the course material.
- Y The presentation is well-organized.
- Y The GTA makes the material clear for students.
- S The GTA makes the material compelling for students.
- Y The GTA utilizes class time effectively.

Comments:

What a difference a semester makes! Nhung tackled the lecture on feature writing with aplomb. She appeared comfortable with the information, used PP to guide her lecture of the difference between hard and soft news, the different types of features and the common body structure of a feature. Judging by the students' interaction with her, that comfort and familiarity with the material made the lecture effective. She likes to pack a lot of material into lab time, and that is great! However, sometimes a break during class wouldn't be a bad thing given that most of the students had their cameras off and probably are not as engaged as they could be with their instructor or their classmates.

Student Interaction

- Y The GTA creates an atmosphere that makes for a positive learning experience.
- Y The GTA responds appropriately to student questions and comments.
- S The GTA encourages critical thinking and analysis.

Comments:

Zoom classes are tough – students keep their cameras off and aren't as engaged with their instructor or classmates as they could be. Nhung tried to help the class along -- she asked if there were questions during breaks in material during the lecture, she sometimes kept it light. She also put questions into the chat and after the lecture they went over them, most of the time they were not hesitant to raise their hands, although she did have to call on a couple of them.

Innovation/Style/Technique

- Y The GTA demonstrates enthusiasm for the subject matter.
- Y The GTA has established a style of presentation that is conducive to student learning.
- S The GTA employs techniques and teaching innovations that enhance the learning experience.

TEACHING EVALUATION

NHUNG NGUYEN- PH.D. CANDIDATE

TEACHING EVALUATION

Comments:

As mentioned previously I like putting the questions in the chat for discussion as well. She also has the groups to present and then the students vote on the best presentation. I am not sure that the students know what makes a good presentation and I am not completely sold on it, but hey, you get 10 points.

OVERALL IMPRESSION OF TEACHING EFFECTIVENESS

Strengths:

Nhung has brought up her game. She presented the lecture material effectively and clearly, the students participated and asked questions – that is a good thing! Again as she continues to get more comfortable with the material, the effectiveness of her lectures will continue to improve. Last semester was tough, this being her first one here at KU and all of the things that come with moving halfway around the world. But she seems to have settled in.

Areas for Improvement:

Zoom can be tough but Nhung should continue to find ways to engage the students in the material. I would imagine that being in person in the classroom will change that atmosphere.

Additional Comments:


Nguyễn Thị Nguyệt Hằng



DIVERSITY STATEMENT

NHUNG NGUYEN- PH.D. CANDIDATE

Doing in Ph.D. in the U.S., I have my courses in diversity required by the University of Kansas before every semester. Media and race are also huge and crucial fields of research. My classmates and professors are passionate about this topic and have talked about the topic constantly. Therefore, I started to have a better understanding of the importance of diversity and the requirement of accepting and respecting diversity, especially in higher education.

My time as a graduate student and teaching assistant has provided a well-rounded experience with wonderful students from all backgrounds, across the world, from Asia to South America, and from the Middle East to Europe. My students have also come from different ethnicities, cultures, religions, and socioeconomic situations. I have learned to be aware of and respectful of the differences from person to person, culture to culture, region to region, and nation to nation. I have also learned to effectively communicate with people from diverse educational backgrounds, abilities/disabilities, and beliefs.

At the University of Kansas, I was actively seeking opportunities to collaborate with professors, faculty, and students from different backgrounds to enhance my worldview and research on diversity. This also provides me with an opportunity to better understand the historical background of marginalized communities in the U.S. and other countries. I appreciate how people in the U.S. strive to provide openness to freedom of expression and support for self-development, both physically and mentally.

I would like to diversify my research and collaboration to strengthen and deepen my ability to work with people from different backgrounds. I plan to actively engage with the school's diversity and inclusion initiatives to build connections and cultivate cultural diversity in journalism and public relations research. I will regularly involve students from all backgrounds in my research, teaching, and service. I would also like to provide cultural and political perspectives of my own as an Asian person who grew up in an authoritarian setting.

To improve cultural competency on campus, one important solution is to give better opportunities to underrepresented communities on campus to introduce their cultural.

NHUNG NGUYEN

PH.D. CANDIDATE

This is also a great chance for students and faculty who have less chance to be exposed to other cultures to learn more about diversity. During my year of studying at the University for Peace in Costa Rica (2015), the Asian cultural night was the best experience for me, where all Asian students gathered to introduce their diversity in foods, traditional customs, and arts. I still remember how amazed the audience in Costa Rica was to know how different a dozen countries in Asia can be from each other. I would seek the chance to develop similar events on campus and expand to exhibit other cultures.

I believe that diversity and inclusion in higher education, especially in the U.S., are critical for the development of academic and research achievements. I am looking forward to working with students and faculty regardless of their nationality, religion, race, ethnicity, gender, age, language, sexual orientation, and socioeconomic background. I also believe in the philosophy that all students should be given equal opportunities to learn and achieve their goals. I am willing to contribute to upholding the idea and being an active member of the community to promote scholarly communication, and leading and promoting the programs that provide opportunities to advance marginalized communities on and off campus.

N H U N G N G U Y E N



C O N T A C T

Nhung Nguyen

Email: nhungnguyen@ku.edu

Website: nhungnguyenvn.com

X: [@NNGuyen_hnvn](#)