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## Jewon Lyu, Ph.D.

Jewon Lyu is an Assistant Professor in the Department of Textile, Merchandising, and Interior Design at the College of Family and Consumer Sciences. She teaches retail planning and buying (TXMI 3240) and research methods graduate courses (TXMI 8050) regularly. In 2021, she revamped the retail planning and buying course to incorporate ALSI lessons. She has almost 10 years of college teaching experiences. Prior to joining UGA, she was the faculty at Kent State University, OH, and Tennessee Technological University, TN.

**I am excited to talk to you about** dealing with unfavored course and being an international scholar/educator

### Office/Coffee hours:

10-11AM, Wednesdays, August 23, September 6, October 18, November 15, December 15

All meetings can be in-person or zoom, but an arrangement is much appreciated 😊  
(<https://zoom.us/j/2015299884> )

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### Most Used ALSI Concepts & Skills:

Concept mapping, Shared Expectations, Peer teaching

### Biggest Surprise in your ALSI Redesign:

Students had to watch the video lecture about concepts, and I did more exercises in class with the students, which helped them to feel confident in math and numbers. I was frustrated teaching this course due to a lack of interest/motivation among students, asking students to set expectations, and doing more in-class exercises to engage the students to like the subject that they have a fear.

### Greatest Triumph in your ALSI Redesign:

Something that comes back to my mind is redesigning the course is not only about updating or revamping the course but also understanding students better. My greatest triumph in redesigning this course is "It's okay to confront with fears." Students in my courses sent me an email to express how much this course was helpful made me smile.

### Words of Wisdom:

Think about the end goal that you'd like to achieve. Is it the specific skillset? Knowledge? Application? Critical thinking skills? This may help you to redesign the course and decide which direction you need to take.

### Most Meaningful ALSI Memory:

Through sharing the concept mapping and developing shared expectations with students, I could see the improvement in students' grades and interests in the unfavored course (TXMI 3240). Also, students confront fears of math and numbers to deal with them instead of ignoring them.

### Advice for Overcoming Roadblocks:

I worried about the feedback from students regarding the amount of work they have to do. As I implemented "flipped" learning - although it is not 100% flipped- some students complained about the time they must spend before class. However, using a different approach (e.g., peer teaching on assignments) helped the students not to lose motivation to complete the course.