<u>Shelley E. Kohan Teaching with Technology Reflective Portfolio</u>

1. Define your teaching philosophy.

My teaching philosophy has evolved over time and continues to change the more I improve my own teaching techniques. As a young adjunct instructor, the goal was to direct students with a lecture style cautiously making sure that every component of the lesson plan was covered. This was 16 years ago and I remember the first class I taught. Today, however, my style and philosophy has changed through continued improvement of my own teaching techniques, working with the CET to build my teaching skills, observing master teachers and attending seminars. Most importantly, however, is listening to the students about how to improve my style through direct feedback, mistakes in the classroom and reading student evaluations. My style of teaching has evolved into my philosophy of teaching.

Reflecting on my philosophy, I would state that I am exceptionally student centered and my teaching comes from a point of view of a student. Coursework is connected between content of the class and current applications in the industry. Having students "doing" and being active in the classroom (both online and face-to-face) are key elements to my philosophy. I have a situational teaching style which changes based on the dynamic and composite of the students in a class. In some classes, where the dynamic and mix of student is of high caliber, I tend to push these students to the next level by providing consistently more stimulating work to meet their needs. While another composite of students may be already challenged with existing content, so I look for ways to stimulate engagement through class activities. Raising the bar has been a philosophy in the industry where I spent over three decades so I am always asking myself how to raise the bar with my students and myself. My philosophy is that I cannot treat every class the same because the composite is different with each class. Understanding the needs of the students in each class allows me to slightly adjust the teaching style that best resonates with the composite of the students in each class. My philosophy is to serve the students with relevant, engaging content that allows the highest comprehension and learning through active participation and volunteerism on the part of the student.

Specifically, I incorporate directing, discussing and delegating styles in some courses which may be lower division and are content-heavy. While all courses that I teach require critical thinking and research, the upper division courses and, a particular case study course, require heavy critical thinking, analysis and required insights from both course material and external sources. I have a tendency to include class discussions, breakout sessions, and lectures in the classroom or online. For submitted work, I use written and oral assignments, "get out and do" projects and a

research project. The coursework entails written work (textbooks, articles), videos (industry, public) and case study analysis.

2. Have you ever observed a master teacher? If the answer is yes, what do you recall most from the experience?

I have been fortunate to have observed many master teachers but three specific ones come to mind. The first one was relatively young in my teaching profession when I had about five years of teaching experience. The observation in this face-to-face class was exceptionally enlightening, motivating and inspiring. The professor was so engaging with the students and very prepared in class with illustrative examples of lecture content (applications) and a highly engaging rapport with students. His communication with the students was excellent and made the classroom come to life with his presence, lively discussion and relevant context to the content he was teaching. I reflected on how I could create this same energy in my class. The second observation of great impact to my current teaching style was at Harvard University where I was given a grant by the CET to attend a seminar of teaching techniques in case study method. The professors who taught the class were ones that teach case study method at Harvard. The learning for me over this two day seminar positively impacted my teaching style significantly. I learned the importance of board planning, driving students to critically think and how to flip the classroom and put the students in charge. This was a remarkable experience. The last example of an observation was not a positive one but the result of the experience has helped me in my online teaching style. I was a student in an online class with a master professor. Unfortunately, in the online class I found the communications confusing, the lack of structure frustrating, and the response time from the instructor slow. From this experience, I have worked hard in my own online classes to make sure communications are clear, content areas are updated and format of the course allows for easy navigation. One of the best outcomes of this experience is creating an "Ask the Professor" discussion forum which alerts me when students have questions. I receive consistently positive feedback on this aspect of both my online and face-to-face classes.

3. Give a examples of your most successful lesson. Why do you feel it was successful?

A recent example of a successful lesson is when I discuss the current retail trends in the industry. This is a lecture from my own research and this information is typically published in the industry. Teaching this in the face-to-face class is easy as I can explain, show examples, answer questions, etc. The challenge for me was how to successful translate a heavy discussion on content that may be unfamiliar to students (and not in the textbook) to my online class. I was fortunate as while I was developing my content for my online class, I was taking the CET course, Teaching with Technology. After an excellent demonstration from Jeffrey Riman, the instructor, I knew instantly that using Voice Thread was the answer. The great aspect about the example that Jeffrey shared with the class was not just the "how" to build a VT but he showed us a few examples of how to incorporate this into a learning unit. As a result, I built an excellent VT around the current retail trends. Students could hear my passionate description of the trends, hear illustrative examples and see visuals to help further convey the message. Several students

from the online line class have commented that the VT was one of their favorites lectures. I believe this was successful as students could hear and visualize the retail trends. Additionally, using VT, students commented on the retail trends and other student's posts which made the discussion very interactive.

Note: I would be happy to share the VT on Retail Trends.

4. Do you have an example of an unsuccessful lesson? How did you address the challenges?

In my first online class for case studies, I made a big mistake of having students work in teams for a large portion of the semester (60%). This is how our face-to-face class operates in the case study course. The lesson plans were difficult for students to manage as most online students have other priorities so completing case work in a team was frustrating. I was able to change some of the team work to individual work in the later learning units which help addressed the challenge. The most significant impact, however, was in the next semester where I reconstructed the online class to be 20% of team work and 80% individual work. The learning outcomes were met with these changes and students felt more in control of their assignments. This was a learning curve for me when translating a face-to-face class to an online class.

5. Why are you introducing and/or expanding the use of technology into your teaching?

The main motivations for me to expand the use of technology into my teaching are three-fold. First, I recognize the Millennials and Gen Z students have grown up on technology therefore the expectation is higher from a student perspective in regards to using technology in the classroom (face-to-face and online). The second motivation is to increase interaction and engagement with assignments and lessons. For example, using simulated video cases which students find more engaging than reading a case. Or using VT to conduct a lecture that may be better received with voice and visualizations. The third motivation is to improve my teaching techniques and think of more ways to convey content to students in an interactive and engaging manner.

6. How do you feel these technology innovations will affect the student experience? How do you think it will it will affect your experience?

Technology innovations will create a higher engagement with students resulting in content that is remembered and utilized after the course ends. Student interactions in a course can be increased through the utilization of technology-doing is learning. I believe my own experience of interacting with students using technology will deepen my understanding and relationship with students, especially in online classes where much of the content is based on written communications.

7. Please describe new teaching ideas you plan to implement as a result of this technology certificate program.

I have implemented Voice Thread in my courses which has made a dynamic change to my online class and has helped my face-to-face class with reinforcement of class lectures.

I have implemented Concourse Syllabus which is a great tool for keeping content up to date with students along with consistency across courses.

I have implemented Library Resources in my courses which helps students access research for assignments.

I have implemented "how to videos" for quick demonstrations in Blackboard.

I have implemented embedded content into my courses (YouTube, videos, links to articles, etc.).

I would like to implement polls and clickers in future classes and I would like to increase VT discussion in classes.

8. How will these new technology tools/approaches contribute to your classroom practice?

The technology tools contribute greatly to my classroom practice by creating a varied approach to content creation, helping to reinforce lecture material, providing illustrative examples and providing more opportunities for student interactions and engagement.

9. How will you evaluate the success of your activities?

I will evaluate success through both formal informal student feedback, and connecting rubric achievements with course learning outcomes.

10. What do you consider to be the bigger picture items with regard to technology and learning?

The bigger picture items in terms of technology and learning are similar to how I view the retail landscape. Retailing is defined by the customers or shoppers. The ultimate consumer dictates how retailers should reshape their product and service offerings including experiences in the shopping journey. As educators, our consumers are students and we should be constantly reshaping how we deliver relevant content to the market of students. As technology evolves, so should we as educators. Ask not what technology can do for us, but how we can use technology to better enhance the student experience.

The broader view of technology should include applications of artificial intelligence, augmented reality and machine learning. Virtual classrooms beyond online classes as we understand it today. Growing more partnerships with leading technology companies to bring industry relevant hardware and software into the classrooms. Participation in global forums to learn best practices and fully understand academic challenges in terms of technology development, adaption and deployment.