![A close up of a logo

Description automatically generated]()

**REFLECTIVE TEACHING PORTFOLIO**

Saundra James

Adjunct Instructor

Fashion Business Management

Teaching with Technology Workshop

June 9-10, 2020

1. **Define your teaching philosophy.**

Preparing students for a career in Fashion is one of my most satisfying experiences. Supporting student growth and development is the cornerstone of my role in ensuring students meet their educational objectives. My teaching philosophy is based on two basic principles: Student engagement and enthusiasm for learning. It is through my enthusiastic approach that I am able to engage my students to get excited, ask questions, and develop their creative and critical thinking skills. During these times of rapid change, I also bring to life current issues facing the industry, including the impacts of online retailing, “Fast Fashion,” and entrepreneurship. My classroom structure consists of lecture, textbook case study, outside reading, current events, and discussion. My students are challenged to come to each class prepared, bringing passion and a desire to participate in classroom discussions. Discussion plays an integral role in my teaching methods.

My belief in allowing room for students to ask questions, explore different perspectives, and share experiences, helps promote a deeper understanding of the subject matter.

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

I had never given much thought to the term “ Master Teacher,” what is a master teacher? For me, it is someone who can move thought beyond the imaginary borders in your mind. I did take the opportunity to view a few videos from the Master Teaching Series on the CET website, and my observations are as follows:

Master Teachers are great listeners, giving their students the time and space to express their thoughts. They are able to ask probing questions to challenge their class to dig deeper. Masters teachers are able to take textbook content and make it real and relevant to the class. They are able to present different perspectives and will check for understanding before moving on to additional concepts. Master teachers are great engagers and create classes with ongoing interaction among students.

1. **Give an example of your most successful lesson. Why do you feel it was successful?**

Student involvement is key to a successful lesson. One of my most successful lessons is the chapter on Business Ethics. This lesson was delivered successfully because there is so much relatable material to use in class. During the past few years, I was able to bring in current ethical issues like JUUL vapor cigarettes, Wells Fargo account fraud, and Starbucks social issues. These current events serve as a connector for students, illustrating the textbook material and real-life connections. I always end this lesson with an in-classroom case study of an ethical dilemma presented from the text. Giving students the opportunity to apply the concepts learned, reinforces the understanding of the presented material.

Throughout the evening, my students become highly engaged and motivated to ask questions and offer differing viewpoints. They leave class feeling energized and looking forward to learning more content the following week.

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

The most unsuccessful lesson I’ve ever given was a lecture on motivational techniques. I was not as prepared as usual and found myself unable to stimulate thoughtful discussions. Because I had not included current articles and presentations on the subject, I was unable to make the lesson relatable to the class.

The next time I taught that lesson, I reread the text, utilized current supplemental material, including videos, which enabled the class to better synthesize the information. There is a wealth of information available on the web on most teaching topics. It is exciting to find new material to make an old topic more relevant.

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

Our world today is becoming more digitized. We, as teachers, are responsible for helping shape the minds of the next generation. We can only do that if we do a better job of what I call “ teaching how they live.” We must expand the use of technology in our teaching, or we stand to lose the attention of our students, and our classrooms become like relics of the past, no longer used and outdated.

1. **How do you feel these technological innovations will affect the student experience? How do you think it will affect your experience?**

Numerous studies have supported the idea that overall student motivation and engagement in learning is enhanced by the implementation of instructional technology (Mo, 2011). By incorporating technology into my teaching philosophy of engagement, students will have the opportunity to spend more time participating in learning activities. Technology allows students more ways to interact with me as their instructor and more opportunities to collaborate with classmates.

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

After I completed the workshop, I began to think of more ways to use technology to complement my teaching style and bring more relevance to the classroom. Before the workshop, I thought using the basic tools on Blackboard was enough. I was so wrong. When we moved to remote teaching this past spring, I was secure in the knowledge that I could deliver the course content effectively using Blackboard and Blackboard Collaborate. I was successful at conveying the material, and the students were successful in completing the course. However, there is so much more I can do to make the content more compelling and relatable. I plan to use Blackboard breakout rooms to simulate in classroom group development centered around required case studies. This technology will create a space to expand learning by enabling the sharing of individual reservoirs of experience and viewpoints.

Next, I will incorporate the use of Padlet, allowing students to collaborate on team projects in real-time. Padlet was the most exciting technology strategy demonstrated at the workshop. I had no prior exposure to Padlet; however, it’s opportunity to foster student engagement by building activities to support a topic is wonderful. It is highly participative, and a great way to encourage student interaction.

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

Engagement and active learning will increase. Excitement for learning should also increase. My classroom will become more relevant to the students creating an environment in which they enjoy. I will also be able to appeal to different sensory learning styles, even in a remote environment. Coursework will become more concise and streamlined through the use of Blackboard Assignments and Calendars, and exams will be developed for use both in class and remotely. By submitting all the required coursework through Blackboard and its Gradebook, students will have quicker access to their grades and have a running total of their current course grade. This type of constant monitoring will help students focus on maintaining or improving their course standing.

1. **How will you evaluate the success of your activities?**

At the end of each course, I assess the understanding and effectiveness of course assignments and make adjustments as needed. I review overall student performance and look for the lowest scoring weekly assignments and work to improve outcomes for the next semester. Student feedback is an integral part of the assessment and provides the best guidance for course improvement.

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

Technology’s influence on learning can be a double-edged sword. On the one hand, it can provide more access by exposing students to open education resources and open access publishing. On the order hand, it can widen inequalities brought by one home’s access to technological recourses, versus homes with shared or without technical resources.

Giving students access to material twenty-four hours per day gives them more opportunities for self-paced learning and focuses on learning outcomes. By embracing technology’s role in education, I am able to reach my students where they are while helping them build critical thinking skills, engage in independent thought, and create new relationships both synchronously and asynchronously.

Reference:

Mo, S. (2011). Evidence on instructional technology and student engagement in an auditing course. Academy of Educational Leadership Journal,