REFLECTIVE TEACHING PORTFOLIO
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I attended the CET "Teaching with Technology Certificate" event on January 15, 2019. This reflective teaching portfolio captures my current thoughts on both teaching, in general, and teaching with technology, specifically.

My teaching philosophy

I am currently enrolled in an online Curriculum, Instruction, and Science of Learning (CISL) doctoral program in the Graduate School of Education (GSE) at the University at Buffalo (UB), so my teaching philosophy is currently in transition. I just read the first half of Fink's *Creating Significant Learning Experiences* as part of an instructional design course*,* and I'm thinking deeply about learning objectives that address what Fink calls the *human dimension*, *caring*, and *learning how to learn*. These objectives focus on "whole students," who they are both in and out of the classroom, now and in the future, rather than just what they remember about the course topics during the 15 weeks they're in the class.

Not that *foundational knowledge, application*, and *integration* aren't important – they are, of course – but when I think about the bigger picture of my students' lives, my perspective changes. I consider what I hope my students will remember about my courses when they graduate. They might remember going to a "meet-up" and learning how to network, using Adobe Spark to create content marketing, or analyzing advertising through a critical feminist lens. They might not remember even those things, but they'll somehow be more systematic in their thinking, more insightful in their analysis of data, and more creative in their ideations to solve customer points of pain. That's my hope, at least.

So, while I've always tried to find a good balance between rigor and relevance in my graduate courses, I'm now also desirous of incorporating more fun, more reflection, and more soft skill growth into the courses, as well. And I think my students appreciate that.

Master teachers

Master teachers are completely present in the classroom, taking in the students individually and as a group, and responding accordingly. They allow the students' learning to unfold, rather than driving to the finish line. They have tremendous patience and also know just the right questions to ask. They are, themselves, very engaged, and that, in and of itself, engages students. It's obvious that they value and respect their students, and the students obviously know that. They are also very well-organized. They are inspiring to watch.

My most successful lesson

I recently spoke about my most successful lesson in the CET "Flipping the Classroom" workshop on February 28, 2019. I teach an orientation workshop to Global Fashion Management (GFM) students every August before the new cohort starts the program. Over the last four years, I incrementally flipped the workshop so that students are now learning the foundational knowledge online via PowerPoint lectures and self-assessment quizzes prior to meeting for a face-to-face (F2F) workshop on the Saturday before the fall semester begins. On that Saturday, I now focus on leadership characteristics and skills—both qualitative and quantitative—and I use multiple methods to teach, such as:

- introducing some leadership theory and quantitative skill-building through short lectures

- leading discussions on TEDTalk and YouTube videos on resilience, managing stress, and positive leadership, the first of which the students watched at home and the latter two of which I show during the F2F workshop

- breaking the students into groups to work on financial ratio analysis and a mini-case study on leadership and strategic management

- asking students to reflect, write anonymously, and then discuss positive and negative messages about failure

With humility, I can say that the students stay fully engaged from 10:00 am to 5:00 pm (with breaks and lunch, of course). It wasn't always like that, though. In fact, my most successful lesson began as a very unsuccessful lesson…

An unsuccessful lesson

The first year I taught the orientation workshop, the students had no preparation before the workshop. They arrived at 9:00 am (not 10:00 am) on the Saturday before classes, and I stood in front of the room and lectured for about five hours on foundational information (with short breaks and lunch)! The students were very kind and respectful, but it was exhausting for all of us and I don't think many of them remembered much even a few weeks later.

I had attended the "Flipped, Reversed, and Wired" Adjunct Summer Institute in June that year (2014) and I was immediately sold on the value of flipping. Although I didn't have time to flip the orientation workshop that year, as soon as it was over, I made the decision to begin to flip it for the following summer. The next summer, two-thirds of the lectures went online and I created self-assessment quizzes for those lectures. In 2016, the rest of the lectures and self-assessment quizzes went up, and I started to move away from all hard skill learning to some soft skill learning.

I made additional incremental changes to the workshop in 2017, and then in the spring of 2018, I started taking online classes in the CISL program at UB. My GSE professors in those classes were master teachers, and they really knew how to make the most of Blackboard. I implemented a lot of the teaching techniques that I saw my UB professors use in the GFM orientation workshop: using the online

environment for everyone to introduce themselves and show pictures of their lives outside of work, posting videos instead of only assigning readings for acquisition of foundational knowledge, using external links for an assignment on plagiarism rather than trying to reinvent the wheel, etc.

So, as I mentioned above, this unsuccessful lesson from 2014 is now my most successful lesson of 2019!

Expanding the use of technology into my teaching

I think of technology as a tool I can use to support not only my teaching but also, and more importantly, my students' learning. Learning management systems like Blackboard allow me to expand the space-time of my classes, so that I'm more efficient with my own time, more communicative with my students, and more creative with the time I have with the students in the classroom. I've been using Blackboard since at least 2007, but it's only in the last several years that I've integrated the grade book, discussion board, journal, wiki, and mashup functionalities into my courses.

I have somewhat mixed feelings about teaching with technology, actually. Regardless of the technology, I usually love it once I've become familiar with it, but I'm often resistant to learning it. It takes me a while after I've been introduced to a technology to commit to learning it and then implementing it in my classes. Still, I keep signing up for technology-related professional development activities. I went to an Adobe Spark workshop in the fall given by FIT's Online Learning and Academic Technologies department, and next month my F2F students will use the cloudware to create content marketing videos. Interestingly, I decided to incorporate this activity into the Global Marketing curriculum after I wrote a technology-based lesson plan last month for the UB instructional design course that I'm currently taking.

Above all, I think the strategic use of technology keeps the students engaged. Last semester, I brought two different graduate classes to the Faculty Research Space (FRS): an innovation class in the Art Market Studies program and the business policy class in the GFM program. The students in both classes were blown away by what James Pearce showed them and their creativity was ignited. Some of the final projects in the innovation class were based on augmented or virtual reality technologies that the students first saw in the FRS. Similarly, the GFM students are currently working on their capstone projects, some of which are also incorporating the technology from the FRS.

The technology additionally provides a balance to the theoretical texts that I also ask the students to read. For example, the graduate students may be less enthused when I ask them to read a foundational marketing article from 1999 (they wonder why they're reading material that's so old), but they accept it, in part, because they're also using Adobe Spark, learning about Google digital analytics, and creating brand plans that incorporate Instagram influencers. At the same time, too much technology overwhelms the students and they end up feeling overworked. I've read some of the literature on hybrid classes and using technology to increase the content and workload can be a real hazard. I've been guilty of that on occasion and the students don't like it!

New teaching ideas I plan to implement as a result of this technology certificate program

Immediately following the technology certificate workshop, I contacted the FIT library and made an appointment to learn more about the trend and forecasting databases. I then set up a session with a

librarian for my GFM marketing class so they could learn about the databases, too. I will add the LibGuide to my Blackboard site for the course, so the databases are then seamlessly integrated into the course. I've known about the LibGuides, but before this workshop, it just hadn't occurred to me to integrate them into my Blackboard course sites.

I also used the FIT syllabus for the first time after the workshop. Jeffrey Riman's tips were spot-on and the process wasn't nearly as intimidating as I expected it to be when I first looked at the syllabus template last year. Although it took a bit of time to create the syllabi for my undergraduate statistics classes, I'm excited to just update them (rather than write new syllabi from scratch) when I teach the same classes in the fall.

I also found Jeffrey's teaching tips quite stimulating. It's been a while since I've taught undergraduates, and his suggestions about combining content with creativity (such as asking students to write a poem about a class topic instead of writing a paragraph) were a great reminder. Since this is my first time teaching statistics, I'm keeping things pretty conservative while I learn what content needs to be covered and how I want to cover it. I did, however, offer some extra credit to students who want to create a video "advertisement" for the class at the end of the semester. I will then show these ads to my new students next semester. Moreover, I look forward to adding more creativity to the course next semester, once I get the basics under my belt this semester.

My next technological tool to integrate into my classes will be VoiceThread. I've been forced to use more video and voice technology in my UB classes and I'm becoming much more comfortable with it. Seeing what Jeffrey is doing with VoiceThread really makes me want to give it a try in my FIT courses.

I had already incorporated some of the technology shared in the workshop into my classes. For example, I'm a big fan of the lynda.com videos. I actually learned about them in that 2014 Summer Adjunct Institute and I now use them in almost all my classes. And, as I mentioned above, I'm already bringing students to the FRS.

The FIT-ABLE technology will be part of my longer-term strategy. This is the first semester I'm actually teaching a student with accommodations, so that, in and of itself, is very new for me. I can really see the value of the technology, but I'm still wrapping my brain around the basic accessibility requirements.

The contribution of new technology tools/approaches to my classroom practice

On a fundamental level, technology improves efficiency. It's easy to copy the FIT syllabus from section to section and from year to year, and the lynda.com videos are an easy way for students to acquire background knowledge on a topic. These tools save time and energy for me and my students.

In terms of integration and application, though, I think the LibGuides and accompanying librarian instruction has already made a huge impact on the unit I teach on marketing insights. This semester, students are spending class time performing secondary research on marketing trends, and they're using time outside of class to conduct primary research (i.e., observations and interviews). Last year, I wasn't able to carve out the time in the course for primary research, which I think is a really valuable learning experience for the students. Learning about the LibGuides in the context of the workshop made me

completely rethink how I was teaching marketing insights. I got rid of some of the texts I was using, so that the students could engage in more experiential learning. The students are having fun while they're learning – what could be better than that?

Evaluating the success of my activities

I regularly ask my students for feedback on what I'm doing as well as on what they're doing during the course. Sometimes I've asked for anonymous feedback, but more recently I've been using the Blackboard journals (in part) for this purpose and that seems to provide richer responses. On occasion, I'll get spontaneous enthusiastic comments or, rarely, complaints from students about a particular activity and I think those comments are gold in terms of evaluating success.

On a separate note, I could ask Jeffrey or Jose Diaz to take a look at what I'm doing and give me feedback. I imagine they'd both be happy to do it and I really value their expertise.

The bigger picture of technology and learning for me

Teaching
As I reflect on my 10+ years of teaching, I can see that I've always been interested in technology and learning. When I was teaching at Westchester Community College in 2009, I participated in a week-long "New Technologies for Teaching and Learning" seminar at NYU's Faculty Resource Network. In my application for that seminar, I wrote about assigning blog posts in a consumer behavior class. I included that towards the end of the semester, one student actually said to me, "Blogging about each week's topics was the most worthwhile homework assignment I've ever done in college." So, as a teacher, I've been a successful user of technology for quite some time and I anticipate that will continue.

I really enjoy attending the teaching with technology lunchtime workshops at FIT. In the past year, I've attended sessions on using various Google tools, Adobe Spark, gamification, and blended learning, in addition to the Teaching with Technology Certificate program. I continue to incorporate what I'm learning at these workshops into my courses and I expect that won't stop either. My hope is to eventually design some blended learning courses for GFM, which I think would be embraced by the students, many of whom work full-time in addition to attending the full-time GFM program.

Scholarship
I genuinely like researching technology and learning, too. The first course I took in UB's CISL program was *Philosophy of Technology*. We read Heidegger, Ellul, Idhe, Illich, and Pacey, among others, and I really saw the bigger picture of technology in society. I wrote my final paper on the use of computer-based simulations in business strategy classes. I've been using a computer-based simulation in business strategy courses since I started teaching in the management department at Baruch College eight years ago. In fact, I just submitted a proposal to edit that *Philosophy of Technology* paper into a chapter for an upcoming book on the use of technology in the management classroom.

I'm also part of an international group of scholars that are presenting for two hours on using YouTube in the classroom at the annual Academy of Management conference in August. I'm very excited to be a part of this group that's doing really creative things with YouTube – I imagine I'll learn a lot from them!

In addition, I'm in the midst of writing a paper on active learning in management education for my instructional design course. As we discussed in the CET Teaching with Technology workshop, technology is a key tool for facilitating active learning. I hope to turn this paper into a journal article, as well.

Service

I was so pleased to present my experience with flipping the classroom at the CET lunchtime workshop last month. I hope to have other opportunities to share with my colleagues how I'm using technology in my teaching.

Concluding thoughts

It's been really hard for me to carve out time to do this reflective writing, as I'm teaching 11 credits (eight of which are new for me) and I'm taking two doctoral seminars (of three credits each) this semester. Still, I'm so glad that I did it. I learned a lot in the January workshop and I'm continuing to learn more about technology and teaching each month. It's funny – I don't think of myself as someone who loves technology. That would be my husband who leads a business intelligence department at a Fortune 500 company. Still, this reflection has helped me to see myself differently. I actually do really value technology and that's a value I've held for quite a while. So I thank you for this opportunity to get to know myself better and to see myself with a bit more clarity!