

Examples & Lessons Learned

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Reflective Teaching Portfolio

Margaret L. Bishop, Adjunct Instructor
January 2015

Background

In Fall 2010 I commenced teaching at the Fashion Institute of Technology (FIT) as an Adjunct Instructor in the Textile Development and Marketing Department. I later also began teaching in FIT's Department of International Trade and Marketing. I have now taught face-to-face and online courses in Textiles, Global Sourcing for Textiles, International Business Transactions, and International Marketing Research. In the mid-80s I also taught courses in Textiles at Manhattanville College of the Holy Cross University. Although I have had professional training in teaching, I had no formal academic training as a teacher.

In 2014 I began the Teaching With Technology certification program at the Center for Excellence in Teaching (CET). Program requirements include an individual *Reflective Teaching Portfolio*. Though it initially has been immensely valuable to me as an instructor by providing a framework for teaching philosophy, style, practice, and effectiveness.

Teaching Philosophy and Pedagogical Style

Philosophically, I believe *the most important skills a teacher can help her/his students build are the ability to a) find current information, b) analyze that information critically, and c) apply the information to solve problems*. Data is easily and frequently forgotten, but sound critical thinking skills enable an individual to find the tools needed to complete their assigned tasks. It is the old adage about teaching: *It is better to give a person a fish rather than giving that person a fish. In my teaching I reward students in a way that emphasizes learning concepts, identifying relationships, and thinking critically rather than rewarding students for parroting data back to me.*

While I did not seek to adopt a particular pedagogical style, *I find the Socratic teaching style (using discussion as a vehicle for transferring knowledge and assessing that transfer) both comfortable and effective in the classroom.*

Practice

Reflecting critically on my teaching practice, I divide the teaching tasks into three parts:

1. Identifying learning objectives and learning outcomes;

Mine was 5 Pages,
but *there is no*
length requirement

Outline

- Background
- Teaching Philosophy & Pedagogical Style
- Practice
 - Objectives & Learning Outcomes
 - Developing & Delivering Content
 - Assessing student learning against desired outcomes
- Lessons Learned
- Way Forward

Background

In Fall 2010 I commenced teaching as an Adjunct Instructor in the Textile Department. I also began teaching in FIT's Department of Business Administration. I have now taught face-to-face and online courses in Textiles, International Business, and Business Research. In the mid-80s I also taught at the University of North Carolina at Charlotte. Although I have had professional training in adult education, I have not had academic training as a teacher.

In 2014 I began the Teaching With Technology certificate program offered by FIT's Center for Excellence in Teaching (CET). Program requirements included drafting an individual *Reflective Teaching Portfolio*. Though it initially felt onerous, the exercise has been immensely valuable to me as an instructor by forcing me to evaluate my teaching philosophy, style, practice, and effectiveness.

Value:

Provides context if document becomes part of a CCE or promotion application

Teaching Philosophy and Pedagogical Style

Philosophically, I believe *the most important skills a university instructor can help her/his students build are the ability to a) find current, credible information, b) analyze that information critically, and c) apply the information to solving real world problems.* Data is easily and frequently forgotten, but sound research and analytical skills enable an individual to find the tools needed to solve their problems or complete the task rather than to fish for content and relationships, rather than to reward students for rote memorization and thinking.

While I did not initially focus on Socratic assessing, I have found that teaching styles that transfer

Value:

- Once I articulated, I understood
- I can now *more easily identify what technology will be most useful to my style of teaching to be:*
 - a) more *effective*
 - b) more *efficient*

Socratic assessing

Practice

Reflecting critically on my teaching practice, I divide the teaching tasks into three parts:

1. Identifying learning objectives and learning outcomes;
2. Developing and delivering content; *and*
3. Assessing student learning against desired outcomes.

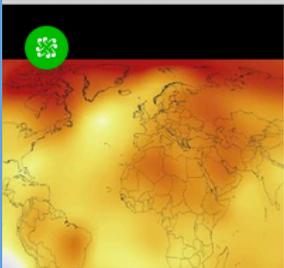
Value:

Allowed me to ***identify key technology touch points***

- Delivery of content
- Assessment

https://www.spundge.com/notebook/39827/

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Who Was Boris Nemtsov? Leading Putin Critic, Opposition Politician Shot To Death In Moscow

Feb. 27, 2015 by Lora Moftah via [International Business Times](#)

Russian opposition leader Boris Nemtsov was killed in Moscow Friday night after unidentified attackers shot the politician as he was walking across the Kremlin. The former Russian deputy prime minister was once considered a likely...



Robert Mugabe admits Zimbabwe's land reform flaws

Feb. 27, 2015 via [BBC News](#)

Robert Mugabe has ruled Zimbabwe since independence in 1980 Zimbabwe's President Robert Mugabe has admitted failures in the country's controversial land reform programme. 'I think the farms we gave to people are too large. They...



US growth revised down to 2.2% for fourth quarter

Feb. 27, 2015 via [BBC News](#)

Fuel prices have fallen, giving consumers more money to spend on other goods and services The slowdown in the US economy at the end of last year was more pronounced than previously thought, official figures...



Net neutrality rules passed by US regulator

Feb. 26, 2015 by Jane Wakefield Technology reporter via [BBC News](#)

By Jane Wakefield Technology reporter The FCC has given itself far more bite when it comes to regulating broadband firms New rules on how the internet should be governed have been approved by the Federal...



Net Neutrality: What's at Stake for You After Today's Vote

Feb. 26, 2015 by ABC News via [ABC News](#)

Feb. 26, 2015, 9:23 AM ET By ALYSSA NEWCOMB Alyssa Newcomb More from Alyssa » Digital Reporter Protesters march past the FCC headquarters before the Commission meeting on net neutrality proposal on May, 15, 2014...

Content & Assessment Example

Robert Mugabe admits Zimbabwe's land reform flaws

Feb. 27, 2015
Via [BBC News](#)
Curated by [Keren Brender](#) in [Global Business Environment](#)



Robert Mugabe has ruled Zimbabwe since independence in 1980 Zimbabwe's President Robert Mugabe has admitted failures in the country's controversial land reform programme.

"I think the farms we gave to people are too large. They can't manage them," the 91-year-old leader said in unusually candid comments.

In the past he has tended to blame poor agricultural productivity on the weather and Western sanctions.

The seizure of land from white farmers is seen as a key factor in Zimbabwe's economic collapse since 2000.

The BBC's Brian Hungwe in the capital, Harare, says it is not the first time President Mugabe has criti-

GRADE BY RUBRIC

IN STORE EXERCISE

Used for Grading



Show Descriptions Show Feedback

OVERALL

A 5 (5%) points

Compared like garments from moderate & premium/luxury retailer (2 wovens; 2 knits).

C 3.75 (3.75%) points

Analyzed 4 garments but overlooked wovens/knits or moderate/premium category/ies.

F 0 (0%) points

Did not compare like garments from moderate & premium/luxury retailer (2 wovens; 2 knits).

FIBER CONTENTS

A 10 (10%) points

Recorded fiber content & %s from garment labels(all garments).

C 7.5 (7.5%) points

Recorded fiber content from garment labels (all garments) but missed reporting % for 1 or more garments.

F 0 (0%) points

Assessment Electronic: Grading Rubrics

- **Improve clarity** for students & self
- **Improve grading objectivity**
- **Saves time, *lots* of time**

Lessons Learned

In reflecting on my teaching experiences, successes, and challenges, I have learned the following:

- **I must own each course I teach.** On occasion I have been asked to use another instructor's exercises, projects, and/or presentations. While this helps ensure consistency across sections, *I find material other individuals have developed, as I have developed myself.* As a result, when asked to use exercises and projects across sections, I try to ask the instructor/s to co-develop those exercises and projects.
- **Setting objectives and learning outcomes.** While I believe I excel at setting learning outcomes for each course I teach, and I set/review them for each individual class session just prior to class, *not articulate the learning outcomes clearly to the class.* Communicating grading rubrics also helps ensure learning outcomes.
- **Conveying Relevance.** Few students will believe an instructor is trying to transfer is important. *important things I can do in teaching is to demonstrate the students embrace.* Including guest speakers and my own industry experience are good tools to convey relevance.
- **Teaching as entertainment.** Today's students expect sophisticated videos, animation, special effects, and searches that entertain as much as they inform. *entertain as they teach.* While I have neither the time nor resources to incorporate highly sophisticated audiovisual presentations, I regularly search for publicly available materials such as industry-developed websites, videos, and presentations to complement my own presentations.

Examples:

- I must own each course I teach
- Setting objectives and learning outcomes
- Conveying relevance
- Teaching as entertainment
- Mini Papers
- Teaching with Technology
- Use of Online Platforms
- Using my own images and documents in class
- Being comfortable with discomfort
- Students' overload
- Dealing with student discipline
- Dealing with difficult students

Lessons Learned

In reflecting on my teaching experiences, successes, and challenges, I have learned the following:

- **I must own each course I teach.** On occasion I have been asked to use another instructor's exercises, projects, and/or presentations. While this helps ensure consistency across sections, *I find it much more difficult to teach material other individuals have developed, as compared to teaching material I have developed myself.* As a result, I have been asked to share my exercises and projects across sections, and I have asked other instructor/s to co-develop the material.
- **Setting objectives and leading students to achieve them is key to student success.** While I believe in setting learning outcomes for each course I teach, *for each individual class session just prior to that class, I recognize that I do not articulate the learning outcomes clearly to the students in each and every class.* Communicating grading rubrics also helps insure students understand learning outcomes.

Value: Find the *technology that suits your needs AND teaching style*

Value: *Technology will be my best friend but I must use it wisely.*

Way Forward

I only remain relevant and knowledgeable, remain effective in transferring knowledge to students, and I continue to improve the efficiency with which I do the non-value-added administrative tasks associated with teaching, so that I can allocate the majority of my effort to enhancing

students' learning. Technology will play an increasingly important role in remaining up to date in my own knowledge, delivering content to students in a relevant, compelling, and understandable way, and completing the administrative tasks efficiently. *Technology will be my best friend but I must use it wisely*, in a way that adds value, not use technology just for technology's sake.

Words of Advice:

- Reflect on technology
- *Just Do It!*

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