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**1. Define your teaching philosophy.**

*“Commitment is what transforms a promise into reality. It is the words that speak boldly of your intentions. And the actions which speak louder than the words. It is making the time when there is none. Coming through time after time after time, year after year after year. Commitment is the stuff character is made of; the power to change the face of things. It is the daily triumph of integrity over skepticism.”*  ~ **Abraham Lincoln**

My teaching philosophy is guided by the above statement and is what has sustained my 32 years of service at CUNY-Medgar Evers College and seven years as an adjunct faculty at SUNY-Fashion Institute of Technology. My students come first and I demonstrate this commitment in every chance that I get with them. I let them know that their opinions matter and that the wealth of experience that they bring is crucial to their success. Above all, I let them know that my classroom is a partnership. The first day of class is always the key. I set clear goals for my students from day one and constantly reinforce it throughout the semester. I email my syllabus and other materials ahead of time through the CUNY Blackboard. I quiz the students on the content of the syllabus while emphasizing the essential components of the course. I craft explanations that enable my students to understand the materials. I always try to assist them to feel that a subject matter can be mastered by seeing the positive in their responses. The students know upfront what they will learn in the course and what are the expectations. I use a variety of assessment techniques to encourage students to demonstrate their mastery of the content in different ways, for example, frequent review tests, quizzes, summary writings in response to lectures, journals, definitions, problem analysis, and research report presentations. In all these instances, I try to norm my assessment tools to international standards and best practices so that my students can engage in intellectual discourse. To improve my teaching, I constantly try to find out what the effects of my instruction are on my students’ learning. I do this by asking them to jot down key ideas that they learned from each class session. I then review their responses and modify my instruction accordingly. This also helps me to identify students that need help and invite them for a one-on-one.

**2. Have you ever observed a master teacher?**

I believe that research is fundamental to good teaching. I also believe that one should be inquisitive to be current in one’s field. This belief has taken me to various cities and countries in search of new knowledge and information. My inquisitiveness took me to Minneapolis. In 2006, I applied and received a national faculty development award from the University of Minnesota for a one week all expenses paid training on the implementation of Universal Instructional Design (UID). UID involves the consideration of all possible strengths and challenges that students bring to the educational experience and then designing instructional pedagogies with a view to reducing or eliminating the potential roadblocks for students. I appreciated this opportunity so much that in the following year (2007), I reapplied, this time for the opportunity to return with five faculty colleagues from Medgar Evers College. My application was approved and all five faculty members attended the training all expenses paid.

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

A colleague at another institution was experiencing attrition from his class to the point that the students wrote a petition against him. The president of our college asked me, as the then chairperson, to take over the class. I did and by the time the semester ended, the class of 15 students had 28 students. It was successful because I used all the pedagogical skills that I learned from the University of Minnesota, Minneapolis UID principles. I was later asked to hold seminars for my colleagues, which I did.

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

My very first money and banking class did not go very well. I assumed that because my students completed their math requirement, they could handle the quantitative analytical components of the course. They performed very poorly in all the tests. An audit of the students’ work showed weaknesses especially in the quantitative sections. During the next semester, I began with a pre-test administered on the first day of class, I discussed the results and then increased hands-on drills throughout the rest of the semester. All students registered in the class were successful.

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

This quest to improve my teaching brought me to the participation in the Teaching with Technology Certificate program. This workshop was an eye opener. The topics covered enabled me to explore how to empower an interactive classroom. I learned how to use technology in creative ways to deliver course content. I was introduced to tools such as voice thread, video embedded technique, and blackboard collaborate ultra. The trainers took time to drill us on ways to create positive learning classroom environments. I now see teaching as empowering my students to embrace the joy of learning and have fun creating new projects. As a facilitator, I motivate my students to master the skill of research and development of their own ideas guided by economic theory, principles, and laws. Thanks to the training that I received at the teaching with technology certificate program.

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

I find that technology serves as a vehicle for organizing my courses, delivering economic content and motivating my students to be more reflective in their learning. Through a variety of assessment tools I am able to monitor and evaluate students’ outcomes. I also find that communication with my students and among students provide a deeper level of learning. With more practice, I will engage more students.

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

Preparing this reflective learning portfolio has given me the opportunity to self-reflect as an instructor. For this, I am truly grateful. My teaching with technology journey proves that it is never too late to learn and one learns something new every day. My students are better off for my professional growth and development. I am now practicing several technology tools such as Voice Thread, Blackboard Collaborate Ultra, You Tube Video embed, Qwickly, and Screencast-o-matic. Thus, teaching with technology has created a path for me to best stimulate and engage my students. Thanks to the FIT Center for Excellence in Teaching administrators and staff. Bravo to all!