



REFLECTIVE PORTFOLIO TEMPLATE

1. Define your teaching philosophy.

Since I was and am a student of marketing, not education, I went to the internet to identify four main types of teaching philosophies. I believe I have a mix of two (Eclecticism!) – specifically Perennialism and Essentialism. But beyond these labels I am an instructor who is subject centered, with an objective of having students gain mastery of content as well as develop reasoning skills when it comes to integrated marketing communications (IMC) fundamentals and recognizing and creating advertising/IMC campaigns. In face-to-face (F2F) instruction there is lecture and notes. But I am interested in readdressing this approach – both in F2F, remote and online learning so as to make the philosophy more student focused in the way students learn and contribute to make them think more deeply.

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

I have never observed a master teacher. My earliest and only experience as a new teacher at FIT was the invitation to watch a peer professor teach his AC 111 course for one session and me getting some pointers on first day – such as identifying oneself, the course, the objectives for the class, etc. He was my instructor for AC 111 as a student here – and I sometimes wonder if my recollection is based upon being a student or a newbie adjunct instructor.

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

In the course I teach at FIT: AC-111 Advertising and Promotion – there are two chapters/lessons that come mid-semester and are critical because they explain a key difference when it comes to creative strategy -- between developing big ideas and executing them. My successful lesson was the one on the implementation of the big idea because I screen an entire series of commercials that exemplify the options:

- Rational and emotional appeals
- Straight sell or factual
- Scientific/technical
- Demonstration
- Comparison (to the competition)
- Testimonial (vs. Endorser)
- Slice of Life (Slice of Death)
- Animation (then and now)
- Personality Symbol (Characters like Flo from Progressive or the Geico Gekko)
- Imagery
- Dramatization
- Humor
- Combination (of the above)

It was and is my most successful session because it isn't what I describe or write that matters, but the opportunity to view the examples to understand them. I find commercials from yesterday and yesteryear and there's always a few "go-to's" that I successfully rely on. It's a lot of preparation – but that's the point – it's well worth it.

Student reaction is very rewarding and they can suggest other examples while the class is in session, but given my new perspective from our

seminar, I can now imagine other ways to have them to contribute to the commercials that are screened.

Another very successful ice breaker I did for the first time in Spring 2020 on the first day was ask the students to stand and move to opposite ends of the room to represent their answer to the questions like these:

Google or Amazon for searching purchase information?

Starbucks or Dunkin'?

iPhone or Android (I'm always all alone – no matter what class I surveyed!)

Mobile or computer/tablet for information

Traditional TV (print, etc.) or internet for news

Mets vs. Yankees (Often a lone Met fan, ugh)

It was a visual, physical, emotional reminder of how marketing and its tools impact us and how our semester will examine these issues in greater depth (except baseball)

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

My unsuccessful lesson is when the subject area is not in my wheelhouse – particular a late semester topic like market research (the before/during/after assessment of creative work) or the latest discussion on internet and digital marketing communications. In order to make a changing world like digital interesting, I sought out information from an FIT associate who works and teaches this topic. I also went to the source: the internet – and secured websites, and visual examples of each tool – banner, display and native ads to name a few.

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

For four reasons:

- a. The nature of my discipline (advertising and promotion) demands it to reflect the constant changes taking place.
- b. The move to remote learning requires it.
- c. The quality of my presentations will benefit from it.
- d. Student interest and interaction will improve with it.

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

The student experience will be strengthened because they are familiar with the technology, they will have an alternate way to learn the information and the nature of the media implores them to be interactive and invested in their learning experience.

For me, it will give me more tools, more options, more opportunities to present and explain the topics they must learn in this required course without resorting to a standard lecture/notes learning model alone.

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

Teaching ideas I plan to implement:

- Working with the robust nature of Blackboard:
 - Use Blackboard Collaborate Ultra as my resource for synchronous learning – reviewing PowerPoint slides, viewing outside sources like YouTube and websites for marketing information, polling students and making them active participants in the weekly presentations.
 - Use Blackboard Discussion boards more aggressively to help students develop better reasoning skills regarding presented content.

- Use Blackboard content to upload weekly PowerPoint slides with audio (unless I learn more about use/protection of work via VoiceThread) for students asynchronous learning every week. In short, I will continue to give them both options in remote classes.

This was a fortunate accident in Spring 2020 as I was encouraged to teach synchronously after I had already been working on asynchronous presentations. Student feedback was very positive that is, “sitting” through remote class is challenging and the asynchronous offering is helpful to reinforce subject matter. I didn’t experience any noticeable loss in weekly attendance and the asynchronous material, along with the recorded Blackboard Ultra Collaborate sessions even assisted my students who were overseas with a 12-hour time difference.

- Develop Blackboard Grade Center as an automatic tool for calculating grades – not manually as I have to date.
- Develop Blackboard groups so as to replicate an initial assignment that had been presented by students in Spring 2020 prior to shelter in place orders.
- Possible other tools to incorporate given their potential impact on F2F, online and remote learning:
 - Padlet -- for ice breakers and same day group activities.
 - Screencast-o-matic – I’d like to find use for this app in an advertising/marketing context – perhaps actually show different media options via video (traditional broadcast print, out-of-home vs. digital options) in the presentation on media.
 - Promote FIT library resources and tap into the Lib Guides for Advertising and Marketing Communications. View Lumen/OER for possible inclusion in my Blackboard

shell. If F2F I would want Helen's presentation to be replicated in the classroom or to have a representative of the library speak to the students.

- Consider expanding my Twitter account and/or developing an Instagram page with my interests, ad references, etc.

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

New technology tools/approaches will meet my objective of better working in partnership with students to contribute to their active learning. I want to continue to share in my students' success and help them to think more critically and deeply but not by my lecture and expertise. Rather, I would like to give them a chance to contribute and be more interactive and responsible for their understanding.

To me these tools and approaches have both tactical concerns (how to use them and use them smartly) and content resource issues to make this new technology effective. That's my job to figure out. Ironically, this reminds me of the advertising industry and how this business is constantly dealing with useful technology and meaningful content to make consumers aware/consider/buy.

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

I will evaluate the success via student feedback in four ways:

- When we first meet – what worked great for your learning last semester?
- While we are in session – checking for understanding and commentary as the presentation unfolds.
- Mid-point in the semester – with the insightful suggestions from our seminar – asking students how has their progress been so far? What is their plans for the rest of the semester? How can I help?
- Formal student evaluations via FIT – complete with commentary.

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

The big picture is that we are not going back – this pandemic has forced education's hand to give greater remote accessibility with creative thinking. In advertising it will always be about storytelling and consumer relevance. In many respects, the topics I am teaching in integrated marketing communications are of the same nature – explain the concepts in today's terms and associations and make it real and relevant to students. Technology is the engine, content the vehicle but learning is a destination.