



REFLECTIVE PORTFOLIO
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1. Define your teaching philosophy.

I'm committed to my students succeeding and reaching their goals. Central to my teaching is to develop my students own unique vision. I believe in creating an open respectful dialogue in my classroom so that my students feel supported and validated to enable the free exchange of new ideas.

I utilize active learning approaches enabling them to communicate their vision to their classmates in a supportive environment. I emphasize talking to their peers and engaging as a community to facilitate collaborative learning. I stress a democratic classroom environment with me as a strong and supportive leader at the helm steering the course forward. Critiques that are balanced and authentic –“what did I do right?” And most important –“what can I improve on” are paramount to growth. My lessons seek to develop my student's self-confidence so that they are receptive and “open” to criticism to act a guide to authentic growth.

The courses I teach include essential job –related skills the students will be required to know day one on the job. This motivates me to deliver the material in a complete and clear manner employ a mixture of passive and active learning modalities to deepen understanding. Engaging with the materials in a variety of modalities allows for students to take in the materials more thoroughly meeting different learning needs central in my student centered classroom.

My classroom envisions the workplace –it is of key importance to me that my student's achieve success through mastering important skills they will need day one professionally. I believe that engaging in group activities help strengthen writing and communication skills important in today's workplace.

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

I attended a weekend workshop over 3 days with a teacher that was well known in their field who I admired and followed their work for over 15 years. The workshop was a combination of passive and active modalities –lecture, demonstration and studio work. I was mesmerized. Often a person with so much talent and success is unapproachable. This was not the case with this master teacher.

First day, he sat down with us at a large community table and talked to the class –as peers, as successful in our own right which put me at ease and truly resonated with me. He spoke passionately about his craft, explaining patiently and in detail his working method which included great visual examples. Additionally, he talked about his failures –to me, very helpful and important.

He spoke about being brave against “harsh” critiques even when the critiques may come from your family! What was clear was the understanding that you learn more about your work and quite frankly about yourself from a “harsh” critique which often is more authentic. Designers and artists are especially sensitive to criticism, but knowing true growth happens not only through process, but through dialogue – is an important lesson for students to learn. That truly resonated with me and I bring that enlightened moment into my classroom.

Passion, honesty and generosity of himself was impressive.

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



<https://education.viewsonic.com/wp-content/uploads/2018/12/Graph-6.png>

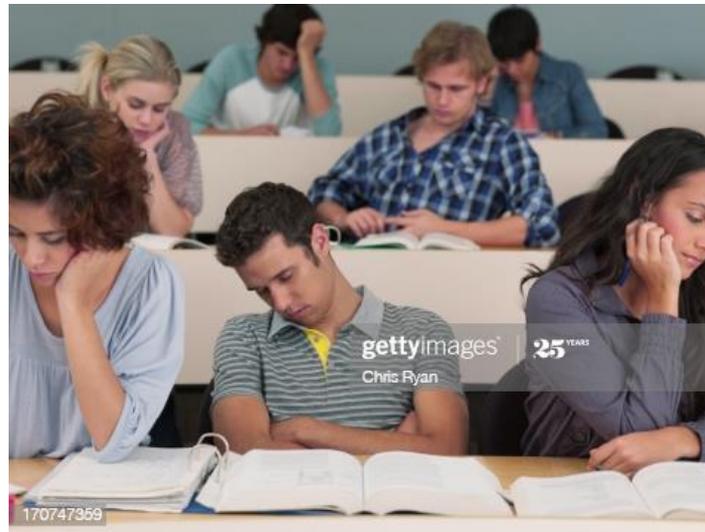
Ahead of class, I prepared and refreshed my visuals, creating handouts and various other project instructions. Beyond my typical magazine tears, I wanted to use more technology in my own research activities. I researched images using FIT’s library databases and other online social media applications. This was great fun and I was excited about introducing the lesson and project to the class!

I wanted the students to share that same enthusiasm for the project. My main goal was to have the students take on a more active role in the lecture. I realized that to create the excitement I experienced they would have to do the research at the same time “during” the actual lecture. Instead of passively listening to me lecture and discuss the visuals while reviewing my handouts, they would have to actively participate in the class lecture. To do this in a simplified and organized manner I assigned student group -teams in advance with clear instructions including a time limit. I would do my part of the lecture, they would participate in doing their group - team research. By a specific time each group - team would present it to the class. They would now become active participants share important information with their classmates.

To create an incentive, I incorporated a fun assessment – or game into the lesson using a polling application demonstrated in a CET workshop I attended. The questions reinforced the lesson and the

group – teams played to win! It was great fun and they were very chatty and inspired. The winning fabrics from each category would be the fabrics I would demonstrate in next few classes.

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



<https://media.gettyimages.com/photos/bored-college-students-sleeping-in-lecture-hall-picture-id170747359?s=170667a>

An unsuccessful lesson that caused me to alter my teaching methodology occurred during a lecture when I introduced a design project on a specific apparel market, customer base and assigned within a specific historical context. My board was prepped with an abundant amount of relevant visuals representing the information I was prepared to cover in my lecture including the written instructions.

My project guide and other written instructions with select visuals were emailed ahead of time –as was typical and students were made aware of the email to come in the previous class. Detailed project instructions were usually handed out in class for the project introduction lecture. I began to email these instructions before class to save a tree, reduce waste and to give students a heads up onto the breath and scope of the work.

I began the lecture going over the visuals, making important notes on the board as I reviewed the information emailed. This was my typical lecture format, students listened and viewed the board presentation and took notes as I fielded questions. To my dismay –I quickly learned that most students did not read the emailed information sent prior to class!

Three problems, first –I “happily” did all the “active” work. Second –I did most of the talking. Three, no accountability on their side for the lecture. As noted in question 3 (successful lesson example), I realized that the typical lecture and student note-taking modality can be greatly improved upon.

Once I realized the problem, I decided to create an in-class “pop” quiz on the information emailed! I asked the students to open the emailed project guide and instructions on their phone or other device. I began asking a series of questions covering the information calling on individual students. During this “pop” quiz we covered in detail the project guide –thereby I transferred the responsibility to read and review this information onto the students “live” as an active in-class assignment.

Voila – it worked! It was fun and very revealing for me, teaching me to find ways to create more student accountability!

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

Students are constantly interacting with technology to the point where they sleep with their phones! Their devices are truly an extension of themselves. Technology is part of our lives and essential in today’s workplace. Embracing that fact, I plan to expand on creating assignments and activities that can facilitate and enhance comprehension through the use of select technologies. In addition, my goal of using these technologies is in transferring more responsibility of learning and shaping the lesson onto the students through active interaction based assignments and activities. This will help improve critical thinking skills and increase student engagement. Overall, the class will become more student centered – key to my teaching philosophy and will foster building community through peer-to-peer interactions and will deepen the students overall learning experience as they learn to speak in their own unique voice.

Creating group and collaborative activities will develop community which is integral to my teaching philosophy. Synchronistic in-class activities and interactions can be extended beyond the initial in-class assignment asynchronistic deepening the students learning thereby enhancing communication skills and expanding valuable work- related communication skills.

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

I’m motivated to look for diverse methods to enhance student engagement during my lessons and lecture. My courses are a combination of lecture - demonstration – studio, in that, I have a good amount of active student engagement built in. In-class, students are permitted to use technology for note taking and getting a head start on assigned homework and research in class if it contributed to the lesson. However, I began to incorporate select innovative technologies as part of my in-class lesson – lecture to increase active student participation over multiple platforms. I believe by creating variety in my lesson delivery offers avenues of engagement with the materials in diverse ways will enrich and offer alternate methods of engagement for different learners–*understanding students do not learn the same.*

In light of the expanse of technology in our lives and professional pursuits, it is important to me to identify select technologies that can increase my student’s research and debating skills, as well as, increase their professional communication and collaboration skills essential in today’s workplace.

My teaching experience is likewise enhanced through introducing these technological innovations. It’s important to me to allow the students to take on a greater role and responsibility in shaping the lecture and contributing to their own learning. The classroom will become more team - like as

everyone shares in and shapes the lesson. I will be able to introduce more variety of engagement into my lessons allowing me to be more creative in my assignments. I can assess student's interactions in real time and be able to critique and offer feedback of their work in an organized manner and can administer a variety of assessments throughout the projects and semester.

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

My plan to implement new technologies includes the following ideas:

- Enrich my class lecture – lesson modalities with an ideal combination of active and passive learning exercises with a greater emphasis on active learning exercises. Learning to take notes is an important skill, however, active student engagement will enable students to share responsibility in their own learning and in shaping the class lecture enriching and deepening understanding and inspire confidence.
- Utilize Blackboard as the key information hub, instructing students to find all course information, digital syllabus and weekly key project information and other resources. Utilize Blackboard announcements to emphasize, underline and make students aware of important key assignment tasks and due dates.
- Appropriate technology that is effective in engaging active student and group activities and participation in lectures –live, incorporating online library databases and other social media platforms.
- Work with “break-out groups” in Collaborate to create activities with specific assigned group – teams as part of my lecture. Group activities will help develop and build community and synchronistic work and continue asynchronistic deepening overall understanding. Students will practice important communication skills working in teams closely aligned with real world professional activities. Reading their peers posts increases understanding and enriches learning from others.
- Include various teaching modalities that support and are effective for different learners.
- Develop fun in-class activities utilizing Padlet to align content with information covered in the lesson.
- Introduce a reflective portfolio exercise inspired by this reflective teaching exercise. The students will be asked to reflect on their project development and its final outcome based on the project's key learning outcomes. This could work well as an individual Voicethread or perhaps in a discussion where they reflect on their portfolio, as well as, their classmate's portfolios.
- Create and develop specific course Library Guides (Libguides).
- Create greater accountability for learning using in-class assessment activities such as team – group polling applications.

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

My classroom practice will become more interesting and immersive by offering a variety of avenues for student engagement which will be helpful for different learners. The classroom will indeed reflect the workplace utilizing current and future technologies as student engage in real world activities learning to collaborate and communicate their ideas effectively.

The classroom will enable shared student responsibility to meet and shape important milestones through active learning exercises. Class curriculum will be enhanced and be forward leaning as I continue to keep current identifying useful innovative technologies. Those students who may often be shy and less social will have activities where they may feel more comfortable in participating.

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

Assessments will provide me insight into the success of the activities, identify gaps in understanding and enable me to reflect on and take measures to improve the assignments and activities. In addition to traditional written formative assessment methods, today's technology offers creative and fun ways to assess assignments and activities. I plan to utilize online polling to create team - group polling activities that will measure the students understanding of the key concepts covered and evaluate the efficacy of the activity through playful "spirited" competitive quizzes. I will also use question of the day.

I will explore memory matrix assessment exercises where I supply images asking questions and assigning teams where teams answer entering information into different image cells. Then each team can add images that expand the understanding. This memory matrix could be used as a quick in-class written assessment aligning key concepts with student understanding.

I will additionally create and align assignments and activities with transparent rubrics offering the students clear guidance on how they will be evaluated.

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

You never stop learning! Technology is constantly changing –mostly for the better. It is important to stay on the forefront and continue to evaluate emerging technologies for possible inclusion into my classroom. Understand that there are an excellent tools available for the instructor to utilize to help stream-line class activities and assessments and allow for creativity in lesson delivery. They can help me prepare more efficiently and help me to communicate class materials in a variety of creative ways, enriching the classroom experience and enhance the understanding for different learners.

Websites consulted:

- <https://teachingcommons.stanford.edu/online-teaching-guides>
- <https://www.carnegiefoundation.org/>
- <https://www.bu.edu/ctl/guides/>
- <https://www.schools.nyc.gov/>