



Scott Steever Teaching With Technology Reflective Portfolio

1. Define your teaching philosophy.

As teaching is not my first career, and I am not a classically trained educator, I would say that my teaching philosophy is still a work in progress. I rely very heavily on my work experience and use real-world examples to bring business theory to life. However, I firmly believe that my role as a teacher is to prepare the next generation of fashion and retail leaders for an ever-evolving, challenging future. I believe that I must teach and demonstrate these eight critical skills, 1) Personal Responsibility, 2) Critical Thinking, 3) Organization, 4) Professionalism, 5) Holistic Industry Technical Knowledge, 6) Teamwork, 7) Change Management, and 8) Leadership. I currently use a mix of passive and active learning techniques, including lectures, readings, assignments, audio-visual, group discussions, team projects, and student lead activities. Being a good teacher requires patience, active listening skills, empathy, honesty, preparedness, and openness. Ultimately, I want to create a learning environment that is collaborative, collegial, curious, and engaging.

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

Unfortunately, I have never had the pleasure of observing a master teacher at work in person. Over my own educational experiences in high school, college, and earning my MBA, I was lucky enough to have had several outstanding teachers that I would consider at the top of their craft. They were engaging, energetic, empathetic, knowledgeable, challenging, demanding, and excellent communicators. They made learning fun and collaborative, which has sparked my lifelong love of learning new things. I have viewed several of the Master Teacher recordings from the CET, and they seem to align with my previous notion of what a 'Master Teacher' is and should be. I would also add that I have had the pleasure of having a master teacher be one of my course coordinators early on in my short adjunct teaching career at FIT. She was accommodating in providing me valuable feedback, insights, and teaching materials that I could leverage to succeed early on. I credit her for helping me evolve my approach to teaching and learning.

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

An example of a successful lesson was this semester in my FM328 Omni-channel Merchandising class. The topic of the class was Customer Journey Mapping in the digital age. I had the class read two very recent and relevant articles on the subject as homework before our class. We have a very spirited, engaging, and interactive discussion on the two articles where almost every student participated without my prompting to start the class. Before class, I had prepared five questions to get the class thinking and help the discussion along. In addition to our discussion, I followed up with a lecture that incorporated relevant videos and real-world examples from my current consulting engagement.

This lesson was successful because it was relevant and timely to our current retail environment, and my students were actively engaged. Additionally, I was able to show them that academic topics that we were learning about in school apply to the real world and jobs that they may have in the future. I believe that this linkage is critical for engaging students.

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

An example of an unsuccessful lesson was during my first year of teaching FM 361 – Leadership Development For Retailing in the Fall of 2017. The lesson was on Planning Work Activities, which at best can be very tedious to review, explain and initiate lively discussion. However, as a new teacher, I made the mistake of relying too heavily on the PowerPoint provided by the textbook for the lecture. I had not augmented nor adjusted the presentation flow, which led to a flat, uninspiring delivery of very dry concepts. Based on the class's lack of interaction and feedback after the fact, I knew that I needed to make some changes in the future.

In subsequent semesters, when teaching this lesson, I have done the following 1) Augmented lecture with examples that the class could relate to, 2) I adjusted the flow of the lecture in a way that more closely fit with how I think about Planning, in other words, I made the topic my own, 3) I added an in-class working exercise where they could put the lecture into action and finally, I shared a topical TedEx talk about Planning which was lively and humorous. All of these changes lead to a more lively and interactive class.

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

Partly out of necessity, partly out of a way to make my classes more interactive and exciting. As with many aspects of society and technology adoption, COVID has accelerated my classroom use. Before the onset of COVID, I was using technology in my classes, but perhaps not to the fullest extent possible. Before COVID, I used several aspects of Blackboard, including Concourse Syllabus Builder, Content Sharing (Folders), Attendance Tracker, and Grading. Once COVID spread and the school moved to remote learning, I quickly learned and adopted several additional tools into my class, such as Blackboard Collaborate Ultra, discussion boards, assignment submittal, and online test builder. Within Blackboard Collaborate Ultra, I specifically used screen share, survey, and chat

functionality to facilitate and lead the class. However, it is time to take my teaching and technology use to another level and create an even better, more interactive learning environment during these challenging times.

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

While nothing can replace the dynamic, personal interaction of the in-person class setting, I believe that adopting teaching technologies can affect the student experience in the following ways: 1) Provide more ways for students to interact and collaborate with me and their fellow students, including email, text, message boards, video and audio, 2) Allow for more dynamic, engaging content (mixed media) that can re-enforce the lessons and topics we are learning about and deepen understanding, 3) Improve retention of knowledge using real-world practical examples that link academics to the work they will be doing in the future. During these difficult times, these learning technologies have allowed me to build meaningful student/teacher relationships.

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

I plan to implement Library Resources into my courses to support and aid my student's research activities. Many of my classes involve a great deal of company research, industry research, and benchmarking, and ensuring that my students find and use credible, accurate, and truthful resources is critical.

I plan to implement the Padlet App to support sharing, commenting, and archiving creative content related to my classes. This will be especially relevant to FM328, where we have separate modules dedicated to email, social media, and digital influencers.

I would like to find and use a better survey tool to use with my class. The current survey tool embedded in Blackboard Collaborate Ultra is quite basic and does not allow me to seek flexibility. I believe that the students like using surveys to share feedback and their opinions.

Finally, I would like to leverage LinkedIn Learning in my class. LinkedIn is the dominant social media tool used by business professionals to network, find new opportunities, and learn about new business topics. I believe that it is critical to get my students familiar with LinkedIn as part of their business lives. As LinkedIn continues to build out the site's learning aspects, what better way to introduce my students to LinkedIn by incorporating it into my class?

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

As stated above, I believe that these new technologies will allow me to present topics in a more interactive, engaging manner by using mixed media such as video, audio, visual, and virtual/digital content. These tools will also foster better communication and collaboration using breakout rooms, chat, discussion boards, and Padlet. This applies to both communicating with me as well as their fellow students. Finally, I believe that these tools will help me, as a teacher, from an operational efficiency perspective. I can be more organized and rapidly share content with students, grade assignments faster, and keeping track of attendance and participation. Ultimately, I believe this technology supports a more organized, more efficient, interactive, collaborative, dynamic, and engaging classroom environment.

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

I will evaluate the success of my technology initiatives using both formal and informal methods. I will ask students to complete the end of the semester survey regarding the course and specifically my teaching acumen. I will also informally ask for their feedback periodically throughout the semester when I try new technologies to see what worked and what did not to see how I could improve. I will also tie specific learning outcomes supported by technology in my class rubric.

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

The pace of change, new technology development, and new technology adoption continue to defy expectations and seem to be increasing exponentially. We seem to be at an inflection or tipping point where the traditional methods and modes of teaching and learning are about to be completely upended. Online or virtual teaching, once a niche market or segment, now seems to be the norm due to the acceleration effect of COVID and the rapid improvements in technology. For me, the biggest question is whether once COVID is under control, will we shift back to in-class teaching as the primary mode of education, or will some sort of hybrid develop? Will we slide back into old habits, or will we continue to leverage all of the good aspects of teaching remotely with technology. While teaching virtually/remotely can be a challenge, it does lower many barriers to learning, including geography, cost, timing, and add elements of interactivity that sometimes get lost in the physical classroom.

Additionally, I wonder if teaching and learning with technology in a remote environment changes the way our brains think, learn, process data, and our social interactions with our peers and society at large. Perhaps I read and watch too much science fiction, but novels like "Ready Player One" by Ernest Cline paint a bleak picture of the future, where almost everything, including learning, is conducted in the "Oasis," a virtual construct. At the same time, the fabric of society decays around them. I hope that we find a hybrid solution, where we take the best of in-person learning and marry that to the best of what technology has to offer and make learning accessible to everyone.