

It is my job as a teacher to create an environment where learners can expand on their life experiences, and use critical thinking skills to allow them to be an active partner in the learning process. When I design content and teach, I use a variety of methods, working to spark interest and find ways to target student needs. As a teacher of andragogy and technical writing, I use a number of teaching practices.

Connection

To connect with online students, I use introductory activities to share and learn about students' motivation for taking my class, thoughts about learning online, and general interests and background. I promote use of the classroom discussion and chat tools and I collect information on students' interests and motivation. I offer video lessons and occasional online synchronous discussion opportunities as a way to connect and interact. I encourage cooperative learning through group activities and include preparatory activities that prepare students for working together. I am accessible when students need me, not just during office hours, reflecting a sharing, reflecting, and participative relationship. I promote the building of diverse learning communities among students during the course and participation in those communities after the completion of courses I teach. I use technology to support both graduate and undergraduate learners, such as Google Hangouts, Skype, Zoom, WebEx, and GotoMeeting.

I encourage learners to participate in social learning and connect to other learners by listening to the experiences of others, sharing their own experiences, and reflecting on the experiential learning that has occurred. I create discussion activities and assignments so students can share personal thoughts and experiences. An example of this type of discussion is asking students to share an experience where asked to report on x. As learners build on existing information found in each's knowledge framework, I use a number of different tools including discussion, listening, writing, reading, interacting, problem-solving, critical thinking, and reflection as part of our real-world learning.

Safe Environment

I foster a safe learning environment where diverse learners may voice ideas and receive respectful responses, allowing learners also to question ideas, reflect on their learning, and apply what they have learned in different situations. Learners are treated as professionals, each with a set of skills, experiences, attitudes, and knowledge that are unique to each. To start such an environment, I have students create a document that establishes classroom norms and etiquette practices. I offer understanding and empathy to adults who work to support themselves and family members, as learners deserve the opportunity to learn, just as a student find in a traditional, campus-based classroom.

Real-world Experiences

My experiences in online, blended and classroom teaching have assisted me to implement innovated approaches for leveraging technology to advise students, support and encouraging knowledge exploration, and prepare students to resolve occupational challenges. I facilitate learning activities such as case studies and corporate simulations that foster real-world experiences. I offer practical and relevant knowledge of the fields I teach, using content-driven, real-world activities where they are

provided realistic scenarios in which they are expected to apply the information they are learning. I guide students to resources each needs to find, explore, evaluate, and apply the information they need to build their knowledge. In this way, students learn to research or explore different places for information and take that ability to research away with them to apply in other situations and transfer to any career choice.

Evaluation

Depending on departmental guidelines, I request students self-evaluate their skills on the objectives at the beginning of the course, activating prior knowledge, and again at the end, allowing them to reflect on their own enhanced knowledge. To continue the evaluative concept, I design evaluation components, including collaborative projects, papers, portfolios, presentations, quizzes, exams, and written summaries or essays, aligned with the course goals and objectives, allowing all stakeholders (student, instructor, and administrators) to measure success.

Summary

I prepare undergraduate and graduate students with strategies and knowledge on how to use available resources to enhance their learning, using problem-based learning to solve real-world challenges. I support learners as they develop themselves personally and professionally.

Teaching Experiences

- EXCL 301 - Learning Analysis and Planning (online UMUC, Spring 2011 – Summer 2019)
- UMUC EXCL Course Chair (online UMUC, Fall 2014 – June 2019)
- OPWL 535 - Principles of Adult Learning (online Boise State University, Spring 2017 – Fall 2018)
- EXCL X001 - Supplement to Learning Analysis and Planning (online UMUC, Spring 2011 – Fall 2017)
- COMM 390 - Writing for Managers (online UMUC, Fall 2015)
- Survey of Technical Writing (onsite Richland College, Summer 2004 – Fall 2006)
- Technical Writing (onsite Richland College, Spring 2004 – Fall 2006)
- Project Management for Technical Writers (onsite Richland College, Fall 2005 – Fall 2006)
- Communication Skills for Technical Writers (onsite Richland College, Summer 2005 – Fall 2006)
- Technical Editing (onsite Richland College, Spring 2005 – Fall 2006)
- Resume Writing and Portfolio Preparation (onsite Richland College, Spring 2005)
- Advanced Technical Writing (onsite Richland College, Fall 2004 – Fall 2006)
- TASP Proficiency (onsite Cooke County Community College, Fall 1998 – Fall 1999)