

The Reflective Teaching Portfolio

Special Event

The Reflective Teaching Portfolio



*Presented by Paul C. King R.A.
Associate Professor, New York City College of Technology*

*Faculty Development Workshop September 12 2014
The Center for Excellence in Teaching
Fashion Institute of Technology*

Pking@CityTech.Cuny.Edu

Prof.Paul.King@gmail.com

- ◎ ACTIVITY 1 (10 MINUTES)
- ◎ LET'S WARM-UP

THE WARM-UP EXERCISE

- ACTIVITY 1
 - THE WARM-UP EXERCISE
- ACTIVITY 2-A-B-C
 - YOUR PHILOSOPHY
 - FAVORITE LESSON
 - EFFECTIVENESS
- ACTIVITY 3
 - GROUP BRAINSTORMING

- WHAT IS A TEACHING PORTFOLIO?
- WHAT IS A TEACHING PORTFOLIO?
- A TEACHING PORTFOLIO OUTLINE
- WHAT MAKES IT REFLECTIVE?
- MOVING FORWARD

◎ *I TEACH BECAUSE.....*

... I LOVE TO LEARN !

◎ *WRITE IT DOWN!*

◎ LET'S REVIEW THE WARM-UP

THE WARM-UP EXERCISE

➤ ACTIVITY 1

➤ THE WARM-UP EXERCISE

➤ ACTIVITY 2-A-B-C

➤ YOUR PHILOSOPHY

➤ FAVORITE LESSON

➤ EFFECTIVENESS

➤ ACTIVITY 3

➤ GROUP BRAINSTORMING

➤ WHAT IS A TEACHING PORTFOLIO?

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➤ WHAT MAKES IT REFLECTIVE?

➤ MOVING FORWARD

◎ *WHAT JUST HAPPENED?*

◎ *HOW DID IT AFFECT THE GROUP?*

◎ *HOW DID IT AFFECT THE INDIVIDUAL?*

◎ *DID IT PUT YOU OUTSIDE OF YOUR COMFORT ZONE?*

◎ *WHY IS THAT HELPFUL?*

◎ *REMEMBER IT FOR LATER*

WHAT IS A TEACHING PORTFOLIO?

➤ ACTIVITY 1

➤ THE WARM-UP EXERCISE

➤ ACTIVITY 2-A-B-C

➤ YOUR PHILOSOPHY

➤ FAVORITE LESSON

➤ EFFECTIVENESS

➤ ACTIVITY 3

➤ GROUP BRAINSTORMING

➤ WHAT IS A TEACHING PORTFOLIO?

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➤ A TEACHING PORTFOLIO OUTLINE

➤ WHAT MAKES IT REFLECTIVE?

➤ MOVING FORWARD

✓ Teaching Method

✓ Teaching Philosophy

✓ Teaching Effectiveness

✓ Evidence of Student Learning

◎ HOW DOES THE WARM-UP FIT INTO THE TEACHING PORTFOLIO

◎ DESCRIBE THE METHOD

- GROUP ACTIVITY
- PHYSICAL ACTIVITY

◎ DESCRIBE THE PHILOSOPHY

- TEACH THE ENTIRE CLASS!
- ENGAGE THE ENTIRE GROUP
- BOND A CLASS TOGETHER AND THEY LEARN TOGETHER

◎ TEACHING EFFECTIVENESS

- WHY DID IT WORK?
- IT FOCUSED EVERYONE
- IT WAS A POSITIVE & FUN EXPERIENCE
- IT WAS PERSONAL & MEMORABLE

◎ WHAT DID YOU & YOUR "STUDENTS" LEARN?

- WE KNOW EACH OTHERS NAMES
- WE EACH SHARED SOMETHING PERSONAL AND MEMORABLE

- ⦿ ACTIVITY 2-A (10 MINUTES)
- ⦿ IDENTIFY YOUR PHILOSOPHY

THE WARM-UP EXERCISE

- ACTIVITY 1
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- **ACTIVITY 2-A-B-C**
 - **YOUR PHILOSOPHY**
 - FAVORITE LESSON
 - EFFECTIVENESS
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- ⦿ *WRITE DOWN YOUR ANSWERS TO THE QUESTIONS*
- ⦿ *READ IT TO YOUR PARTNER*
- ⦿ *ASK YOUR PARTNER TO PARAPHRASE YOUR PHILOSOPHY*

- ⦿ ACTIVITY 2-B (10 MINUTES)
- ⦿ YOUR FAVORITE LESSON

THE WARM-UP EXERCISE

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- ⦿ *DESCRIBE THE METHODS YOU EMPLOY*
- ⦿ *HOW WELL DOES THIS METHOD FIT WITH YOUR PHILOSOPHY?*
- ⦿ *REVIEW THIS WITH YOUR PARTNER AND ASK HOW THE TWO MIGHT BE MORE CLOSELY ALIGNED?*

- ⦿ ACTIVITY 2-C (10 MINUTES)
- ⦿ TEACHING EFFECTIVENESS

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- ⦿ *WHY DO YOU BELIEVE THIS LESSON IS EFFECTIVE?*
- ⦿ *HOW CAN YOU DEMONSTRATE THE LESSONS EFFECTIVENESS TO YOUR COLLEAGUES?*
- ⦿ *HOW MIGHT YOU ADJUST THE LESSON SO THAT THE RESULTS ARE MEASURABLE?*

- ⦿ ACTIVITY 3 (30 MINUTES)
- ⦿ GROUP BRAINSTORMING

THE WARM-UP EXERCISE

➤ ACTIVITY 1

➤ THE WARM-UP EXERCISE

➤ ACTIVITY 2-A-B-C

➤ YOUR PHILOSOPHY

➤ FAVORITE LESSON

➤ EFFECTIVENESS

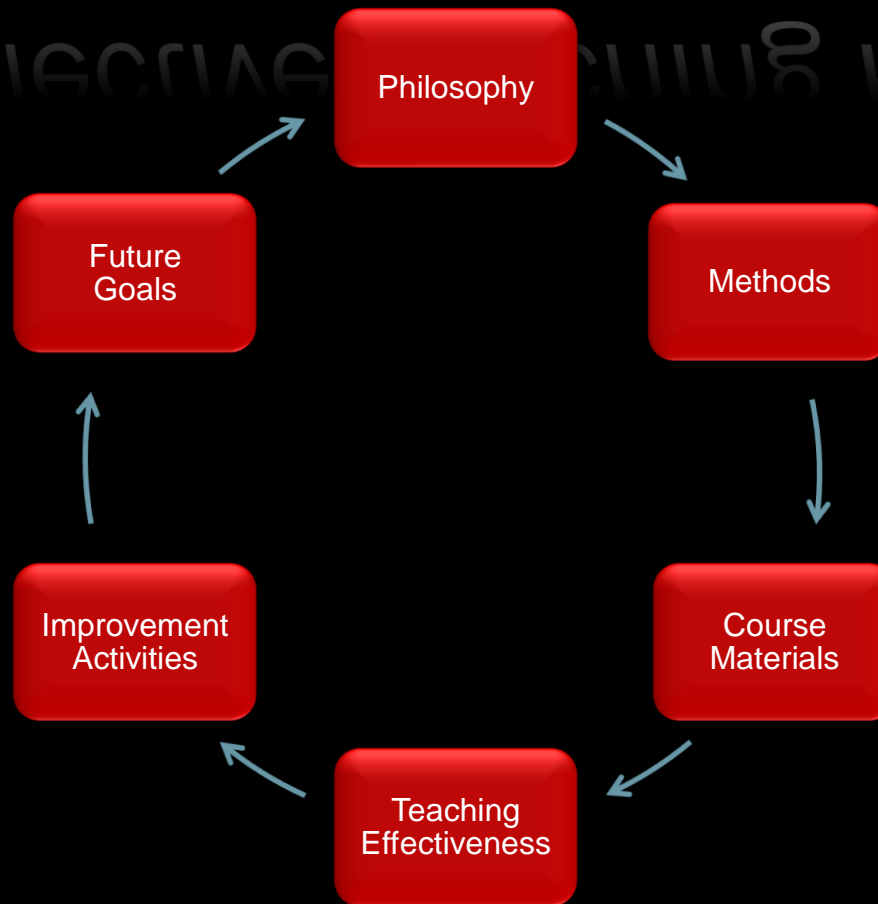
➤ ACTIVITY 3

➤ GROUP BRAINSTORMING

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- ⦿ *WORK IN YOUR GROUP AND COME UP WITH AN INTERDISCIPLINARY LESSON TO TEACH*
- ⦿ *MAKE A PHILOSOPHY STATEMENT ABOUT THE LESSON?*
- ⦿ *DESCRIBE YOUR METHODOLOGY*
- ⦿ *HOW WILL THE RESULTS BE MEASURABLE?*
- ⦿ *WRITE THIS UP AND PRESENT IT TO THE GROUP FOR DISCUSSION*

The Reflective Teaching Portfolio



WHAT IS A TEACHING PORTFOLIO?

➤ THE WARM-UP EXERCISES

➤ **WHAT IS A TEACHING PORTFOLIO?**

➤ A TEACHING PORTFOLIO OUTLINE

➤ WHAT MAKES IT REFLECTIVE?

➤ MOVING FORWARD

- ◎ PETER SELDIN
 - DISTINGUISHED PROFESSOR OF MANAGEMENT IN THE LUBIN SCHOOL OF BUSINESS AT PACE UNIVERSITY, PLEASANTVILLE NY

- ◎ A TEACHING PORTFOLIO IS A COLLECTION OF MATERIALS THAT DOCUMENTS TEACHING PERFORMANCE

➤ PETER SELDIN, 2004

- ◎ AUTHOR “THE TEACHING PORTFOLIO”
 - *A PRACTICAL GUIDE TO IMPROVED PERFORMANCE AND PROMOTION / TENURE DECISIONS*

WHAT IS A TEACHING PORTFOLIO?

➤ THE WARM-UP EXERCISES

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➤ TEACHING PORTFOLIO OUTLINE

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○ HOW TO USE A TEACHING PORTFOLIO

○ AS A MEANS FOR PROMOTION

○ AS A VEHICLE FOR SELF
EXPRESSION

○ AS A SELF ASSESSMENT TOOL

⦿ WHAT ARE THE PARTS OF A TEACHING PORTFOLIO

A WORKING OUTLINE

- THE WARM-UP EXERCISES
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✓ **Teaching Responsibilities**

- ✓ Teaching Philosophy
- ✓ Teaching Methodologies
- ✓ Course Materials & Student Learning
- ✓ Teaching Effectiveness
- ✓ Teaching Improvement Activities
- ✓ Future Teaching Goals

⦿ *PROVIDE CONTEXT*

⦿ DEPARTMENT OVERVIEW

⦿ STUDENT BODY AND CAREER GOALS

⦿ WHAT COURSES DO YOU TEACH?

⦿ WHY ARE YOU BEST SUITED TO TEACH YOUR COURSES?

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- *I HAVE NEVER TAUGHT A CLASS WITHOUT LEARNING SOMETHING NEW-
I HAVE NEVER MET A STUDENT THAT DID NOT HAVE SOMETHING TO TEACH ME-*
- *I TEACH BECAUSE I LOVE TO LEARN. I BELIEVE TO BE A TEACHER YOU NEED TO BE A LIFELONG LEARNER. IF I COULD ACCOMPLISH ONLY A FEW OF MY GOALS AS A TEACHER IT WOULD BE TO HAVE MY STUDENTS SHARE MY CURIOSITY ABOUT THE WORLD AND TO INSTILL THEM WITH MY LOVE OF LEARNING.*
- *ALWAYS ANSWER QUESTIONS.... BUILD RAPPORT..... TELL STORIES TO MAKE IT RELEVANT.... ALWAYS BE FLEXIBLE ENOUGH TO PUT DOWN THE NOTES, ALWAYS TEACH IN THE PRESENT MOMENT... AND DON'T BE AFRAID TO MAKE MISTAKES!*
- ***TO BE AN EFFECTIVE TEACHER I BELIEVE:***

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⦿ *THESE ARE MINE . . .*

⦿ LEAD WITH AN ACTIVITY

⦿ TEACH STUDENTS TO THINK AND NOT TO MEMORIZE

⦿ TEACH THE ENTIRE CLASS WHEN ANSWERING QUESTIONS - REPEAT BEFORE ANSWERING

⦿ *WHAT ARE YOURS?*

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✓ Teaching Improvement Activities

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◎ SYLLABI

◎ LECTURES

◎ HANDOUTS

◎ ASSIGNMENTS

◎ QUIZZES

◎ GRADED WORK IN STAGES OF REVISION AS EVIDENCE OF STUDENT LEARNING

◎ GRADING RUBRICS

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⦿ **HOW CAN YOU BEST DEMONSTRATE YOUR EFFECTIVENESS AS A TEACHER?**

⦿ PEER ASSESSMENT

- FACULTY OBSERVATIONS
- UNSOLICITED CORRESPONDENCE

⦿ STUDENT ASSESSMENT

- STUDENT EVALUATIONS
- STUDENT CORRESPONDENCE

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○ **WHAT CAN YOU DO TO BECOME A BETTER TEACHER?**

○ MY TEACHING IMPROVEMENT ACTIVITIES FALL INTO TWO CATEGORIES;

- ACTIVE TEACHING METHODS THAT I EMPLOY ANY GIVEN SEMESTER AS PART OF ANY COURSE I AM TEACHING
- ACTIVITIES THAT I ENGAGE IN OUTSIDE OF THE CLASSROOM NOT DIRECTLY RELATED TO ANY GIVEN COURSE THAT CONTRIBUTE TO MY ONGOING EFFORT TO IMPROVE AS A TEACHER

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- ✓ **Future Teaching Goals**

- *FOR MY FUTURE TEACHING GOALS I SEE THREE MAIN MEANS OF ENGAGING IN THIS ONGOING PROCESS*
- *FIRST IS TO NOT BE SATISFIED WITH CURRENT SUCCESS BUT TO CONTINUALLY QUESTION MY METHODS*
- *SECOND IS TO UTILIZE COLLABORATION*
- *THIRD TO INTEGRATE AND TEST NEW TECHNIQUES*

◎ USE IT AS AN ACTIVE TOOL

A REFLECTIVE PORTFOLIO

➤ THE WARM-UP EXERCISES

➤ WHAT IS A TEACHING PORTFOLIO?

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➤ **WHAT MAKES IT REFLECTIVE?**

➤ MOVING FORWARD

- ◎ *A REFLECTIVE TEACHING PORTFOLIO IS NOT JUST A RECORD OF WHO I AM AS A TEACHER.*
- ◎ *IT IS AN ACTIVE, LIVE DOCUMENT THAT I CONSTANTLY REFERENCE TO MAKE MYSELF A BETTER TEACHER.*
- ◎ *AS I EVOLVE AS A TEACHER SO DOES MY TEACHING PORTFOLIO.*

RESOURCES

- ARTICLES & BOOKS
- PORTFOLIO SAMPLES
- TEMPLATES
- CONTACT INFORMATION

- ✓ Continue to write
- ✓ Find a collaborator
- ✓ Take a writing workshop
- ✓ Take small steps!

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REFLECTIVE TEACHING PORTFOLIO

for the lifelong love of teaching

Feeds: Posts Comments

Heading back to FIT on April 10th 2012

March 12, 2012 by professorpaulking | Edit

This is Prof. Paul C. King. I am heading back to FIT to provide another workshop on the teaching portfolio. I am scheduled to return on April 10, 2012.

Posted in [Uncategorized](#) | [Leave a Comment »](#)

FIT Adjunct Summer Institute – June 14th

June 15, 2011 by professorpaulking | Edit

This is Professor Paul C. King relating today's workshop experience.

Today we spent a great day with the adjunct faculty at the Fashion Institute of Technology (FIT). Along with my colleagues from New York City College of Technology Prof's Janet Liou-Mark and Gwen Cohen-Brown we ran a full day Reflective Teaching Portfolio workshop as part of FIT's Adjunct Summer Institute. We were impressed by the energy of the faculty and are grateful for the positive response to our presentations and workshop activities.

ARCHIVES

- [March 2012 \(1\)](#)
- [June 2011 \(1\)](#)
- [May 2011 \(1\)](#)

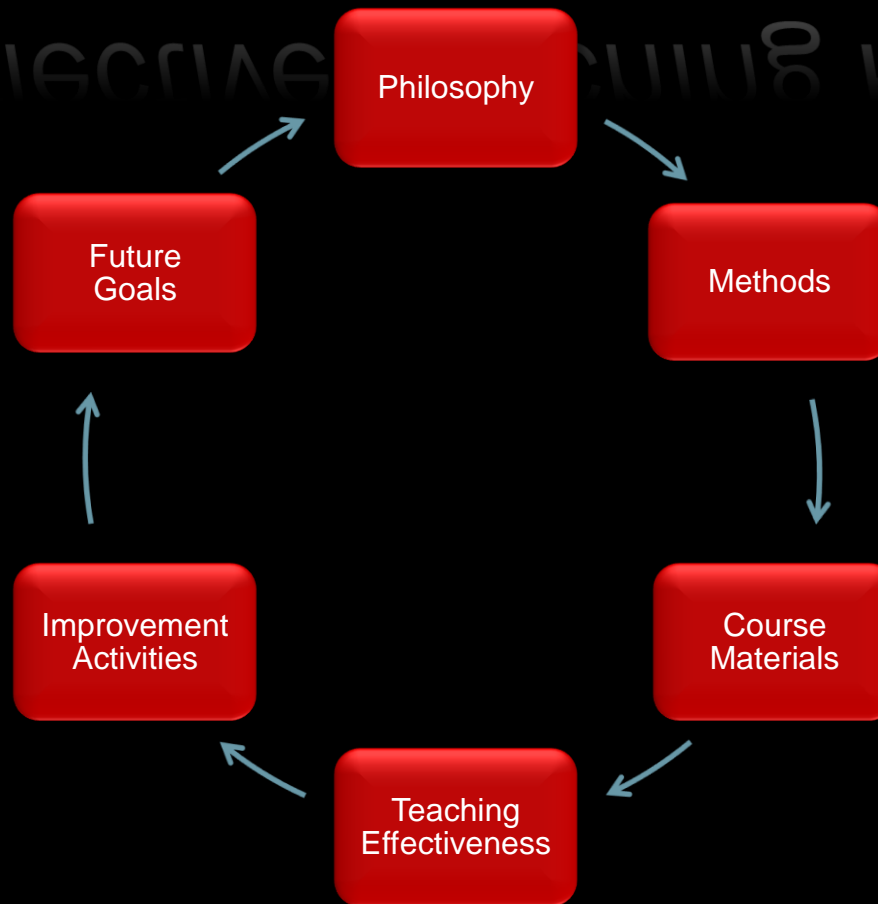
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