Teaching Dossier

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<u>Teaching Philosophy</u>

Introduction

   I am in love with the knowledge transfer process. However, where other instructors may focus on the knowledge transfer process between an instructor and their student in the context of a single learning event, I orient myself with that event as the beginning of a long journey. Due to my education and experience, I have come to believe that adult learners will experience many things during a learning event (like a class or course), will internalize some of the content, and then will make critical decisions about how to use that information and how to seek out other information later in the future. This ethos informs my philosophy: give students what they want and need, celebrate their achievements in the learning environment and foster insatiable curiosity with an ability to name and find what they need.

Conceptualization of Learning, Teaching and Evaluation

   My understanding of learning and teaching are probably longer term and farther reaching than most. While this may be unreasonable, I believe it to be honest and humble. As discussed below, my definitions are neither long nor complex, and intentionally simple.

   In the context of higher education, learning is the development of wisdom and skills that is facilitated by an instructor. I intentionally say wisdom, as knowledge is assumed to be passed on. Knowledge is easy to transfer through lecture, readings and supplemental materials that typically make up the bulk of higher education learning. I focus on wisdom, that comes from skills, which emphasizes practical applications.

   Teaching is the sharing of knowledge, skills, and wisdom to further oneself. Imparting knowledge and skill is obvious; but, it is my belief that instructors must, at the very least, begin to foster excitement, motivation and resourcefulness so students may become independent and critical thinkers who can find what they need on their own. My bias flows from this idea with an emphasis on active learning: where possible, I prefer teaching methods like the case method, problem based learning, discussions and debates.

   Evaluation is the noted measurement of degree to which outcomes are met in the learning environment with commentary on next steps. Commentary is mandatory and must be encouraging to the student's behaviour. Evaluation is, in my opinion, most successful when it encourages a student to further action based on both class materials and what they will experience in a professional work environment. Otherwise, it focuses on measurable outcomes that can be observed and nothing else. This definition intentionally omits who engages in evaluation and when it should be carried out, as this should be frequent and unique to each learning situation.

Finally, I wish my students to know that progress, not perfection, is the goal. I will rarely, if ever, give a grade for any work over 97% or it's equivalent as I want my students to focus on continual development.

Please note in this document I incorporate the formal definitions for both assessment and evaluation in my use of the word evaluation.

Goals for Students

In my teaching and learning environments, I wish that every student

1. knows they are respected and appreciated,
2. inherently believes that they have what they need to successfully engage in the learning process,
3. actively chooses what is and isn't relevant to them and acts on how they will use knowledge and skills,
4. finds joy, delight, or surprise in what they learn, and
5. remains curious about what they've learned.

Implementation of Philosophy

This commentary has been largely theoretical. On a practical level this means that in each teaching and learning opportunity I will

1. respect, celebrate and encourage every student,
2. mirror the learning experience to the situation my students will enter or are in,
3. design learning experiences from back to front and with learner needs and desired outcomes in mind, and
4. encourage students to move up levels of learning, finishing not with creation (according to Bloom) but mastery and transfer to others.

From a practical perspective, I bring a level of fun and joy and wish to infect everyone I teach with that energy. In this spirit, and based on my education and philosophy, I will

1. modify my teaching for my audiences to emphasize fun, joy, curiosity and the excitement of continuous learning.
2. present information and learning opportunities in as many different styles as possible,
3. hold space for diverse perspectives and lines of curiosity,
4. equally balance theory and practical examples in class,
5. focus on what brings my learners excitement, and
6. emphasize that evaluation is used as a tool for both instructor and student in the learning environment to measure change, while providing strength-based notes for the future.

MKTG 1012 – Principles of Marketing I   (1 section)
Fanshawe College, F21 Semester
42 hours, 3 credits, 26 students
This course is designed to provide an overview of the decisions that face marketers in today's fast-paced and competitive business environment. Students will learn that marketing is not only advertising, but a broad set of activities designed to satisfy consumer needs and wants. Students examine the information marketers require for effective decision-making and learn the basic elements of the marketing planning process.

INFO 8450 – Customer Needs Using Social Media   (2 sections)
Conestoga College, Jan – Feb 2022
60 hours, 4 credits, 80 students
Social Media has proven an invaluable new resource to analysts and organizations for understanding customers and users in a much more profound and meaningful way. Through this course students will be engaged in learning how subjective materials posted through online social media can be quantified for metric analysis so that hard data can be; collected, refined, and utilized to reveal hidden connections and user behaviour patterns. Students will also learn the concepts and methodologies as to how this data can be applied to aid organizations through decision-making activities that will drive both product and service change in a timely fashion.

INFO 8430 – Enterprise Resource Planning   (1 section)
Conestoga College, Mar – Apr 2022
96 hours, 7 credits, 35 students
Enterprise Resource Planning (ERP) systems enable firms to coordinate inbound and outbound information and material flow (input and output). The relationship between profitability, supplier management, customer service, quality, and productivity; management of incoming supplies and services; managing service capacity, wait times and internal and external customer service is discussed. Proper use, maintenance and control of an Enterprise Resource Planning system are presented.

ENTR 8080 – Entrepreneurship   (8 sections)
Conestoga College, S22, F22, W23 Semesters
42 hours, 3 credits, 240 students
In this course students will learn the different strategies for creating their own entrepreneurial start-up. Students will develop a business plan to present to potential clients. They will discuss how to recognize opportunities, work with new and potential clients, sell their product, and close a deal.

CSCM 1010 – Content Creation   (4 sections)
York University, Aug – Oct 2022, Jan – Feb 2023
36 hours, 1 credit, 128 students
Learn about creating content, from ideation and development to editing and dissemination, to reach wide and focused audiences. Learn how various content types of function as part of a digital marketing strategy as well as the power of an engaging brand story. Build an effective content plan and a portfolio of work to show prospective employers.

CSCM 1020 – Promotion and Amplification   (2 sections)
York University, Oct – Dec 2022,
36 hours, 1 credit, 92 students
The famous quote, "If you build it, they will come", from the movie Field of Dreams, doesn't necessarily apply to the content you create. Acquire the skills and knowledge to effectively promote your content. Create and execute a comprehensive content amplification strategy, covering native advertising and influencer marketing, and leverage content distribution channels to ensure your content makes an impact.

CDEV 8100 – Starting a Consulting Practice   (1 section)
Conestoga College, W23 Semester
28 hours, 2 credits
This course focuses on setting up a consulting practice, and through the use of surveys and assessments, students will learn how to determine the best consulting services to offer. The course then progresses into the business start-up process, including issues such as licensing and legalities. You will then develop a complete business plan for their consulting firm that details finances, pricing policies, contracting, and marketing. The course concludes with a discussion of record-keeping and tax concerns.

<u>Efforts to Improve Teaching</u>

To improve myself and my practice, I have taken the following courses in education:

Conestoga College	EDEV 0640	Understanding Outcomes-Based Education and Curriculum
Conestoga College	EDEV 0650	Active Learning Leading to Assessment
Conestoga College	EDEV 0660	Conestoga's Learning Management System
Conestoga College	EDEV 0670	Teaching and Services at Conestoga College
Conestoga College	EDEV 0190	Teaching in Person: Setting Up the Room, Welcoming Students and Designing the First Class
Conestoga College	EDEV 0380	Action Research – What's Working in your Class?
Conestoga College	PDEV 0881	Supporting Students with Mental Health Concerns
Conestoga College	EDEV 0060	Learning on the Land: Amplifying Indigenous Perspectives

<u>Future Teaching Goals</u>

In practice, in the future I wish for
- more frequent 360° feedback from students, colleagues, and superiors,
- diversified feedback from students, colleagues, and superiors,
- opportunities to be mentored, and
- chances to experiment with new, evidence based, instructional techniques.

In learning, I want to engage in more opportunities to learn about
- diversity, equity, inclusion, and bias in the classroom,
- intercultural communication, and
- teaching practice.

In teaching, I look forward to opportunities to teach
- consulting (business of, and practices),
- social media marketing,
- entrepreneurship, and
- digital marketing analytics, analysis and measurement.

<u>Appendix</u>

Appendix 1: Developmental Observation of Synchronous Teaching

Faculty Name:	Timothy Campbell-Smith
Observer Name:	Sherri Steele
Chair:	Scott Dart
Program Name:	IT Business Analysis - Level 3
Date of Observation (mm/dd/yyyy):	02/24/2022
Course (Code, Name, and Section):	INFO8450, Customer Needs Using Social Media, Section 6
Campus, Room Number:	Zoom
Course Outcome(s) Addressed in this Lesson:	The part of class I observed was more of an exam review, rather than covering new content.
Week of Semester:	7
List of materials sent in advance:	PPT slides, BOPPPS lesson plan, IP
Type of classroom setting (e.g. Zoom, Teams, in person, etc.):	Zoom
This class appears to be:	Primarily international students
Attendance taken by faculty (Yes, Not Observed):	No	Attendance Method Used:	Unknown

Summary of the Observation

Strategies that Supported Student Learning

The clearly laid out, interactive and engaging review activities were amazing. I have no doubt that this kind of energy and preparation goes into regular lessons as well, and so the learning experience for

your students is very strong. Your enthusiasm and passion for teaching is highly apparent, and I know that this further adds to the space and environment you create and share with your students.

You provided very intentional and well-thought out review activities, posed great questions and allowed the students to really reflect and share their learning and challenges in a very authentic way. The types of questions you asked, and the way in which you guided the review allowed the students to take responsibility for their learning, but also supported them in the process. I also felt very comfortable with the alignment of the review and the outcomes for the course itself. This was really well done.

Your choice of PPT images, text and content was great to demonstrate the concepts and review in a way that was easy to understand, but also highly applied to the vocation and profession. You navigated between the various pieces easily, and there was a strong flow that was highly supportive. I liked how the students were asked to participate on slides, and then sit back and reflect on the examples and explanations that you provided. This is another example of the flow I am referring to, which was great!

Opportunities to Enhance Practice as a Professional Educator

I am going to try to provide some opportunities for you to consider that might further enhance your already strong teaching practices!
I noticed that there was one or two students that often were first to respond, or offered feedback to your prompts and questions. This is so common, and so I would encourage you to find ways to invite new or quieter learners to share and respond. This could take some time, and will require setting some boundaries with those that tend to be more "aggressive" and dominant, but it can be really helpful to have space for thinking, and then inviting responses, followed by strategically suggesting that you would like someone who has not shared yet to respond (or something like that).

As this class was an intentional exam review, I will only offer my hope that you are providing similar opportunities for participation and active practice/learning scattered throughout your non-review lessons as well. You are very good at knowing how to pull responses and prompt students, so it would be great if you were also doing this day to day (which I do suspect you are).

Finally, I would encourage you to continue to evolve your experience with other types of educational technology - how might you bring these things into the face-face classroom when/if you return to campus? You utilized Kahoot really nicely... have you tried Padlet or Menti, or even something like hypothes.is for annotating webpages? These are not necessary for improving your teaching, but perhaps something to add to your own personal development list!

Appendix 2: Feedback from an mid- and end of course survey for content creation at York University:

Response number: 2 (Anonymous)

1. Please rate your overall satisfaction with this course — (0)5 (highest rating)

2. Please rate your overall satisfaction with your Instructor — (0)5 (highest rating)

3. What is/was your Instructor's name? — Tim

4. Instructor was knowledgeable about the subject area — (0)Strongly Agree

5. Instructor demonstrated an ability to teach/facilitate well — (0)Strongly Agree

6. Instructor was able to demonstrate how course content is applicable in real life scenarios — (0)Strongly Agree

7. Instructor fostered an environment of openness and respect — (0)Strongly Agree

8. Instructor feedback on assignments was useful, timely and fair — (0)Strongly Agree

9. The overall course content was relevant to my learning needs — (0)Strongly Agree

10. The evaluation methods (assignments, exams, case studies) accurately assessed my ability to demonstrate mastery of the course outcomes. — (0)Strongly Agree

11. The course curriculum adequately prepared me to successfully complete all course assessments. — (0)Strongly Agree

12. Course resources (course outline, moodle, ppts, online resource etc) were accurate and void of errors. — (0)Often

13. The course was well paced — (0)(0) Usually

14. The level of difficulty for this course was: — (0)Average

15. Please indicate the approximate number of hours you spent on this course each week — 9

16. Please feel free to provide any additional comments regarding your experience in the course and with your instructor. — Tim has been the best teacher I've had so far. He used great techniques for teaching and an admirable manner to keep students engaged and happy during his classes. I love him so much.

Response number	1. Who is your Instructor?	This course keeps me engaged	I feel comfortable ...	Class discussions are ...	The pace of this course is ...	3. If you could recommend ...	4. If you could recommend ...
Response number: 1	Tim Campbell Smith	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree		Tim makes the classes really entertaining and engaging for us and also provides us with mental health support as well. He's not only a great marketer but also a great professor

Appendix 3: Memes created in class for Promotion and Amplification. Evidence of comfort and comradery with me. This is also demonstration of application after a lecture heavy class on amplification strategies for social media content.

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Tim Hortons

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timcampbellsms Tim scolding Tim - where is my double-double.

#TimMeetTim #TimHortons #YorkU #CoffeeLover

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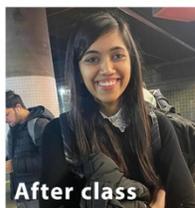**TimHortons** We Love you a Latte!! <3

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1 day ago

A York University Paradox