Demian Hernández

Department of Teaching and Learning, University of Texas Rio Grande Valley

EDTC 8371: Theories & Practices in Effective Online Pedagogy

Project 3: Online Teaching Philosophy Statement

Dr. Matt Crosslin

Tuesday, July 6, 2021

Creativity is my all. This has been my philosophy ever since I can remember –even today. I am a natural –creative by nature. And, for the most part my philosophy as an online teacher has be parallel to that; seasoned with art, film, and writing. I believe that form follows function. I believe that for every action there is a reaction. I believe that creativity takes risks and the best way to predict the future is to create it. I believe that anyone can direct their own learning. I know there is added value in building relationships with students and that research plays a vital role in helping education adapt and survive. As an online educator, I feel a strong responsibility for total clarity. Expectations, guidance, feedback, reteaching and checks for understanding must be perfectly clear. I believe that facilitating learning is adaptable because we are constantly creating experiences and platforms that can help learning happen. As Boettcher & Conrad write "The variety of activities now possible makes it easy to create many types of effective learning experiences and environments." (p. 52) This creates a two-fold scenario for online teaching. One must be well-versed in the content and must evolve with the times to create; "designing options and choices within learning experiences, assignments, and special projects. Supporting learners with their personal and professional goals that are closely linked to the performance goals of a course and even beyond the course parameters benefits the learners individually and as a group." (p.55) We must intentional, our plan must be deliberate "as technology is totally integrated into our daily lives, it will continue to impact, change, and energize our teaching and learning experiences.

**Learning Goals**

My goal as an online teacher is to develop workflows and pipelines that can create frameworks and systems to build capacity by creating effective, technology-driven experiences that can increase student academic achievement, inspire deep learning, decrease turnover, and

objectively grow as a community of learners. The future belongs to those that can communicate and teaching online is a communication structure that can change people's lives. I would love for my students to be inspired by the experiences and to create even better ones for themselves, improved and enhanced by their evolution. My students will hopefully be able to take advantage of my relaying of the information and give it applicability and even go deeper.

**Teaching Methods.**

One of the most effective methods I have been successful with has been giving students liberties in the application of concepts grasped when it comes to check for understanding. Building on their cognitive presence, I have offered them options on mediums and platforms to produce effective demonstration of their learning and the results have been impressive, and their feedback inspiring.

As a learning visualist, I want to let students image their pathway and direction (using concept maps). These visuals give life to our learning goals; they inspire and create community and give synergy and lift-off. I also believe that discussion is vital both written and live discussion. We have communication pipelines that this is what drives cognitive presence where "the process of constructing meaning through collaborative inquiry" happens. (Garrison, 2006). When I create a concept map, I usually include a video piece because this also helps me activate prior knowledge and get this practical inquiry journey started. I always let students explore, investigate and socialize their intelligence when applicable. We then move forward to integrate theory and postulation of facts. Finally, we conclude with a demonstration of learning through a project where we can create deeper understanding and cognitive presence. To help them in their journey, I like to develop rubrics that can give my students parameters and guidance and in addition, I like to have

checkpoints for feedback and to give them a chance to exposé any questions or misconceptions that they may have. Typically, this is helpful because others may have the same wonderings, and this helps the entire group. If there is a chance to give them tips or pointers on the platform(s) they are discovering this is the time I usually use to show them what can be done.

## Assessment of Student Learning

I believe in conventional checks for understanding that are sporadic and confirming for the students, so my quizzes are minimal, but I consider group projects to be very rewarding for students. I believe that group work, as mention by Boettcher & Conrad, sustain conversation and inquiry. (p. 229) I feel that students learn more when they are creative, and they learn more from each other when they need to solve a problem –even if they are still discovering or solving. I enjoy when students make strong connections collaboratively. One of the areas I would like to grow on that I feel I have not yet deciphered is data analysis from assessments, but I feel it can be extremely powerful. If feel like online learning is data driven and I look forward to developing the skill. I think using data from assessment can improve instruction.

## Assessment of Teaching

When I think of assessing my teaching I think about my clarity and its vital role. I evaluate my messages and the workflows and pipelines that I create for the entire experience. It is important to measure the performance one has produced because it can be equivalent to what the learners have also gained. I tend think about levels of rigor, if feedback was equivalent and effective. I also have the tendency to think about the null curriculum if I find any space where I could change it. Thankfully, for the most part, in the majority of my courses I have had good feedback and most of

the commentary has to do with requirements that superiors set on my courses. At the end of the day, I tend to be very critical of my production and I am always looking for new platforms and new experiences to facilitate growth. I always tend to question how a concept be acquired more creatively.

All in all, when I think about leading as an online instructor, I think about captivating the student and creating a genuine experience. We have a new channel of communication when we develop online education, we have a canvas and a message, and we have the opportunity to create a moment in space and time that can change everyone involved because we are all think, learn and grow.

References

Boettcher, J. V., Conrad, R.-M., & McQuesten, P. (2021). *The online teaching survival guide: simple and practical pedagogical tips*. Jossey-Bass.

Garrison, R. (2019). ONLINE COLLABORATION PRINCIPLES. *Online Learning*, *10*(1). https://doi.org/10.24059/olj.v10i1.1768