# My Philosophy of Teaching by Lisa Reeves Bertin:

Let me start by saying that I do not define my teaching by four classroom walls, an online section in ANGEL or the fifteen week calendar of the semester. I strive to be an effective communicator and teacher in all of my interactions with my students. When I am in the classroom, I avoid being the “sage on the state.” Standing in the front of a room simply stating the course content does not, in my opinion, lead to learning. Students need to truly immerse themselves in the content. Engagement can happen in many ways and I do still use more traditional content engagement methods such as review questions and quizzes. However, I consider my classroom, and my office to be places of open conversation and discussion, and work hard to focus these conversations on the course content. I deliver my courses in a hybrid model or online, which allows students to control the opportunities for viewing of videos and listening to podcasts. I record some traditional lecture material in short fifteen to twenty minute segments, using a learning enhancing process called chunking. I focus on the key concepts and elements that are essential to content mastery for that week. Students are required to watch the video prior to coming to class or before completing additional assignments. They can rewind, fast forward and repeat as many times as they like. Then the hybrid sections, when we meet in the classroom, we can concentrate on brining the concepts to life. I utilize case studies, discussion forums, and small group assignments in both styles of classrooms to show the students how the technology concepts work in the real world. I also believe in group projects in which the students assist each other for better understanding of topics. I have witnessed students’ willingness to try new ideas with one another in small group versus being the center of attention when they share ideas in front of everyone. Whenever possible, a real client issue is the focus of the group project. Over the years, I have had students create websites and databases for local non-profit groups. Students have also studied the typical problems and issues with technology engagement on the Shenango campus. This exposure to the real world has truly enhanced their understanding of the material

I am passionate about technology and the classroom gives me the opportunity to share that passion with my students. I strive to communicate my own wonder at the transformational possibilities of technology, in our world. Technology is constantly changing, so I, in turn, must also be willing to evolve my classroom. I believe that it is my openness, creativity and willingness to listen to my students that makes my classroom a dynamic learning environment. Technology does literally change from week to week, and the sharing of new developments and techniques helps to keep my students interested to see what will happen next. Technology can truly change the world, and I have put the same statement to work in my teaching. My students can also change the world. It is my desire to show students how by communicating the core concepts of our IST and business disciplines and challenging them to never stop learning.