

Reflection Journal #2: Attributes of Teacher Effectiveness and Philosophy

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The joy of being in a classroom is something that cannot be described in isolation. It takes a person who has the potential to use and understand people from many walks of life. When I began as a teacher in the public-school setting over 20 years ago, I knew that I would have to have self-efficacy and motivation to genuinely meet students' needs. It is not about 'doing it for the students' or saying that you love the profession, but it is about having the character and integrity so that there is a teacher within the classroom with attributes that make an effective space to learn. For example, I believe that having patience, organization, being flexible in an out of the classroom environment, a listener who can critically think while building relationships.

The five attributes for impacting my teaching effectiveness lead to my awareness of students. Being a patient person is essential for me to teach students and encourage them to learn because it allows me to meet their needs by assisting them with their questions, comments, and suggestions. As an organized person, I can provide opportunities for students to receive a differentiated classroom setting and meet their needs. The third attribute is being a good listener because it allows students to feel empowered and acknowledges that they care and help them engage the content. Relationships are significant in the classroom. I find that I can be a good listener, be organized, and more, but what matters is the relationship I have with the student. Introductions help gain that connection by communicating with the student promptly, provide concise feedback, and building a professional relationship. Moreover, I have to have flexibility. Education and the classroom setting usually is not a cut and dry situation or atmosphere, so being flexible is essential.

As an online doctoral student for health sciences, my teaching philosophy has significantly changed. The four education health science courses that I have been enrolled in have given me a different perspective on how the instructor teaches the learner, specifically the adult learner. Various theorist and their methods of understanding how students learn, retain, and use their informational content in practice have allowed me to see how it connects to the student. As a student in the doctoral program and taking

Running head: ATTRIBUTES OF TEACHER EFFECTIVENESS

continuing education courses for emergency medical technician, I have identified that being mindful of the teaching methods, asynchronous, synchronous, and face-to-face, hold different values, outcomes as one thinks critically. In health science, students must meet cognitive, affective, and psychomotor objectives, and in order to meet the fidelity of the curriculum the use of Bloom's Taxonomy's higher order thinking levels, i.e. analysis, synthesis and evaluation is required. This change in my teaching will bring the student from novice to an expert and meaningful development will occur.

My teaching methods will also change in that I will consider that the adult learner early undergraduate or graduate has some knowledge, experience, and ideas. I would use the knowledge they have and help the learner identify how they can grow with the information they are receiving from the content—flipped classroom and inquiry-based classroom using cooperative learning and collaborative learning opportunities. I would also like to use more technology to help students become comfortable with how it is used in the health sciences, especially as the health field teaching methods move toward content-based learning with labs and simulations to prepare students for the work world. The intent is to make sure I am effective in delivery and that there is student success in my teaching strategies and beliefs. Ultimately, I must continue developing and using the skills I have, hone them, and try new methods as times change and the way people learn.

