



# PERSONAL TEACHING PROFILE

Faculty Name:	<b>Sample PTP</b>
Date	
Course	Sample Course (Group Dynamics)
Description:	<p>This course is a study of group behavior and how group functioning affects organizational success. Emphasis is placed on decision making and resolving conflict in groups. Students develop strategies for efficient and productive group management, and determine whether groups or individuals best handle necessary tasks.</p> <p>The major topics examined in this course include:</p> <ul style="list-style-type: none"> <li>• Task-oriented groups</li> <li>• Positive and negative group behavior</li> <li>• Group decision making</li> <li>• Personnel decisions</li> <li>• Understanding Organizational Conflict and Effectiveness</li> <li>• Organizational change</li> </ul> <p>The accelerated curricular format emphasizes self-initiated learning and in-depth peer interaction. As working professionals, AGS students have significant skills and experience from which to draw and share.</p>

QUALITY 1 – COMPETENCE	
<b>Subject Expertise.</b>	<p><i>What specific subject areas, topics, or specialties do you have that you could bring to this class? What are you good at or very knowledgeable in that would be of value to your students? What things will you do to continue to learn new things about your subject area or to stay current in your field or area of teaching focus?</i></p>
	<p>My experience relevant to this specific class includes:</p> <ul style="list-style-type: none"> <li>• Experience &amp; expertise in leading teams in various organizational contexts, including leading virtual teams.</li> <li>• Managing change.</li> <li>• Leading diverse groups in both national and international contexts.</li> </ul> <p>To stay current in the field of business &amp; leadership, I will:</p> <ul style="list-style-type: none"> <li>• Continue to lead and manage groups and individuals through my day-to-day work as a consultant, practicing group leadership techniques. (Relates to this class.)</li> <li>• In the specific area of change management, I stay abreast of new techniques and developments via networking, engagement with organizations experiencing change, and monitoring ongoing news and opinions from thought leaders in this field. (Relates to this class.)</li> <li>• A portion of my doctoral work is focused on the concept of <i>shalom</i> within organizations, which includes best practices surrounding individuals and group dynamics. (Relates to this class.)</li> <li>• Continue to network with leaders in the business world. (All classes)</li> <li>• I will be familiar with and aware of new information shared through Connect:ED (All classes)</li> </ul> <p>To demonstrate my subject expertise to students, I will:</p> <ul style="list-style-type: none"> <li>• Share my experience as it relates to the topic being covered.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Provide articles or videos related to the content.</li> <li>• Provide lecture notes or information surrounding best practices in the field.</li> <li>• Direct students to applicable websites, blogs, organizations, etc.</li> </ul>
<p><b>Technological</b></p>	<p><i>How will you use technology to enhance your teaching, communication, feedback, or presence? Consider current technologies that you are already good at using. What technologies are you aware of but are not skilled enough with to use in the classroom? What can you do to periodically learn about new educational technologies, and how you might incorporate those in your teaching?</i></p>
	<p>1) General Class Communications: For this specific class, it will be important for the students to gain a solid understand on how to communicate with technology to interact with a group. I will model group communication to the class through announcements, instructions and responses. My interaction will be frequent, but specific, to ensure I'm connecting with each student in a meaningful way throughout the course.</p> <p>2) Zoom: When appropriate, I will utilize Zoom to have virtual help sessions with individual students or to host group discussions.</p> <p>3) TurnItIn: There are several written assignments due throughout the class. I will utilize TurnItIn for submissions and grading in order to provide the students with substantial feedback and information to improve their work.</p> <p>4) Online Quiz: The course has frequent quizzes, which I have not previously administered in the Blackboard environment. I will want to ensure that I am familiar with the Blackboard functionality to avoid any concerns or confusion surrounding the quiz.</p> <p>5) Outside digital resources: I will provide outside resources from news, YouTube, or websites to provide students with best practices or current trends for the specific subject being explored.</p>
<p><b>Methodological</b></p>	<p><i>How aware are you of the different ways of learning and how the context shapes one's teaching? What different ways of learning will be involved in your particular classes or area? How will you adapt your teaching to the specific course context?</i></p>
	<p>Andragogy considers the ways that adults learn. Most of the students in this class will be adults. Additionally, they will be learning in the online or virtual environment, which requires different techniques than in a face-to-face environment.</p> <p><b>Adult learners</b> are more independent and often have experience that will shape the way that they view and learn concepts. Their learning must allow them to relate their experience to real world scenarios. Assignments must be relevant and actionable within their personal context. Many students have family and work responsibilities, and school may not be their number one priority. Keeping assignments manageable and relevant will prevent overwhelming them with what they may perceive as "busy work", and will also help them to focus on the core learning objectives. By also sharing my own experiences with students, I can help give life to the concepts they are studying. Often they can relate with similar stories. <b>I will keep assignments relevant and manageable, and will share my own experience with students through lecture notes, announcements, and interaction when feasible in forum discussions.</b></p> <p><b>Students, in a virtual world</b>, can often feel disconnected from the university or from their peers. As the instructor within a virtual environment, it is my responsibility to help students engage with one another and to feel a part of the learning community. By communicating to them frequently and encouraging interaction, I can maintain a presence in the classroom and foster comradery with their peers. <b>I will interact with students frequently, in both</b></p>



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	<p>group settings and 1-1 sessions.</p> <p>Students will have <b>various learning styles</b>. In this specific class, students are expected to complete a 1-2 page reflective journal assignment each week to demonstrate their learning. This assignment provides a perfect opportunity to offer flexibility to students in the way that they deliver this assignment to me, such as via Prezi, video, or paper. Since the course provides ample opportunity for student's to demonstrate their skill in writing, this assignment provides them with a creative outlet to engage with the weekly objectives in a way that reflects their unique strengths and learning styles.</p> <p>Students will enter the classroom with <b>multiple levels of skills</b>. My goal will be to move a student forward from their current status, so that they benefit from their academic pursuits. I will seek to challenge them as an individual, and will provide feedback and strategies that will help them to achieve growth. By getting to know students early in the course, I can assess their skill level and engage with them in a way that addresses their needs more holistically. My focus needs to be on the core objectives of the course, although I must also be a resource for students when they struggle in other areas. As feasible, I will provide students with helpful instruction and information to grow their general academic skills, such as with writing. Student success is the responsibility of all OKWU faculty and staff. I will communicate OKWU standards clearly and hold students accountable to these standards. I will foster an environment of growth and academic integrity.</p>
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## QUALITY 2 – CARING

<b>Student needs</b>	<p><i>How will students know that you care and are concerned for their lives? What will you do to remain aware of issues such as illness or other circumstances that may affect a student's performance in class? What will your response be for students requesting consideration, extensions, or exceptions due to life circumstances beyond the classroom?</i></p>
	<ul style="list-style-type: none"> <li>• In order to demonstrate that I care, the first thing that I must do is to be real with my students. By showing some vulnerability, such as admitting if I make a mistake, I can become more approachable to the students.</li> <li>• I will actively pray for my students and will ask probing questions to ensure that I can understand where they are at and how I can best support them throughout the class.</li> <li>• I will provide grace to students, where appropriate and in alignment with OKWU policies.</li> </ul>
<b>Academic Performance</b>	<p><i>How will you encourage students to work to their full potential and encourage those who are not? How will you monitor their individual growth in light of the objectives of the course? How does your philosophy of grading and evaluation account for individual potential and skill or knowledge level? What is your understanding of feedback, and how will you provide it to encourage maximum academic growth? What will you do to try to discover or take into account a student's own personal goals and motivations for learning?</i></p>
	<ul style="list-style-type: none"> <li>• In the first week of class, I will begin to assess students to get a sense for their academic skills and readiness to be successful in the class.</li> <li>• Through my feedback on assignments, I will challenge students to grow. My feedback on assignments will offer encouragement, but also actionable advice to help the student can improve on the next assignment.</li> <li>• For those students who need additional assistance, I will provide resources and ensure that the student is offered my support through virtual office hours or scheduled Zoom sessions.</li> </ul>
<b>Spiritual Life</b>	<p><i>How will you cultivate students' spiritual growth? What all will you do to discover and learn about where students are spiritually? What will your approach be to encourage the students in their daily walk with Jesus Christ? How will you challenge them to grow deeper in their faith? How will you push students to think critically and develop a biblical worldview?</i></p>
	<ul style="list-style-type: none"> <li>• I will encourage the students to share in the chapel forum.</li> <li>• I will pray for the students.</li> <li>• Each week, I will provide students with a devotional.</li> <li>• As feasible and where appropriate, I will point students towards Biblical principles that align with the specific subject area being reviewed.</li> </ul>



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## QUALITY 3 – COMMITMENT

<p><b>Mission Priority</b></p>	<p><i>What is your understanding on the University's mission and the 4 Pillars? How will you connect your subject area or a particular course to that mission and those pillars? How can you reflect the university's mission and Pillars into the day-to-day teaching of your class? How will you connect the concepts in a given course or subject area to a biblical worldview and the 4 Pillars?</i></p>
	<p><b>The OKWU 4 Pillars are:</b></p> <ul style="list-style-type: none"> <li>• The Primacy of Jesus Christ as the incarnate Son of God, the Alpha and Omega, the Beginning and the End, who is the lens for all learning and the Lord of our daily lives.</li> <li>• The Priority of Scripture as the inerrant and authoritative written Word of God that guides us in all matters of faith, learning, and living.</li> <li>• The Pursuit of Truth as an objective, attainable reality grounded in the person and example of Jesus Christ and anchored in the Bible.</li> <li>• The Practice of Wisdom as the goal for all members of the university community, who work to promote healing and wholeness in a broken culture and hurting world.</li> </ul> <ol style="list-style-type: none"> <li>1) I will offer Scripture to support key learning objectives, and will share insight to help students apply Biblical principles to the concepts they are engaging with.</li> <li>2) I will ask probing questions and will give examples of my own experience being a Christian professional.</li> <li>3) I will pray for the students.</li> <li>4) I will model Christ-like behavior.</li> <li>5) I will maintain an environment in the classroom that allows a safe place for students to explore and grow.</li> </ol>
<p><b>Creative Initiative</b></p>	<p><i>How will students know you are motivated to be a good teacher and motivated to help them engage and have a positive experience? How will you demonstrate an innovative spirit in shaping the learning environment of your course? Beyond the classroom, what are some things you could take the initiative to create course materials, new learning resources, provide suggestions or feedback for course revisions, or engage in faculty development activities?</i></p>
	<ul style="list-style-type: none"> <li>• I will engage with the students and share my personal experience through announcements and lecture materials.</li> <li>• Each week, I will provide the class with outside resources, including YouTube videos and recommended websites or blogs.</li> </ul>
<p><b>Institutional Process</b></p>	<p><i>How clear are you on the policies and procedures for OKWU AGS, especially regarding attendance, late submissions, student participation, grading deadlines, communication, and final grade submissions? Where do you go for information, faculty resources, or answers to policy questions (staff, Blackboard, website)? What will you do to ensure that program and instructor expectations are understood and followed? Do your personal policies align with the university and other generally accepted practices? How do you know?</i></p>
	<ul style="list-style-type: none"> <li>• I will review the OKWU expectations via course announcements prior to the first class.</li> <li>• My course introduction will guide the student on where (within blackboard) they should go to progress through the course.</li> <li>• If I have questions, I will reach out to my mentor.</li> </ul>



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QUALITY 4 – CONNECTION	
<b>Active Engagement</b>	<p><i>How will students experience your presence in a regular and meaningful way in the classroom? In what ways will students and the online staff interact with you so that they know you are connected and involved? How will you ensure that students can reach you easily and quickly, especially since they may be focusing on school during evening or weekend hours? What expectation should students have about you responding to their inquiries, and how will they know this? What is your plan for regular interaction in this particular class?</i></p>
	<p>It is important for the students to know that I am actively engaged in their class.</p> <ul style="list-style-type: none"> <li>• I will monitor the class twice per day at least 5 days per week, and check in each day to ensure that I address any questions quickly.</li> <li>• Students will be provided my email and phone number. I check email at least twice per day and will respond to student emails within 24 hours.</li> <li>• I will offer to schedule Zoom sessions with students at a time that is convenient for their schedules.</li> </ul>
<b>Personalized Classroom</b>	<p><i>How will you go beyond the basic shell of the course to make it your own, suited to your passions, interests, expertise, and teaching skills? How can you go beyond the basic shell of the course which you have been given and add something of substance and meaning to it? What do you personally bring to the classroom that would be missing if you were not teaching this class?</i></p>
	<ul style="list-style-type: none"> <li>• I will align the syllabus to the weekly folders, providing supporting resources, lecture materials, and personalized messages to guide students through each week.</li> </ul>
<b>Mentor Modeling</b>	<p><i>How will you model scholarship, critical/reflective thinking, worldview integration, and holistic learning for students in this class? What are some general practices and strategies you can use across all your classes? What are some different things that could be done in this particular class?</i></p>
	<ul style="list-style-type: none"> <li>• I will model proper APA format and include scholarly resources in my communication with students through announcements, lecture notes, or discussion forum posts.</li> <li>• I will ask the class intentional questions to get them to think more deeply and critically about the concepts they are learning.</li> <li>• I will share appropriate news articles and other resources to align what they are learning with real world practice.</li> </ul>