



PERSONAL TEACHING PROFILE

Faculty Name:

Dr. Watt S. Miname

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QUALITY 1 – CARING

Student needs	<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>
Academic Performance	<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>
Spiritual Life	<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>



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QUALITY 2 – COMPETENCE	
Subject Expertise.	<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>
	<ol style="list-style-type: none"> 1. Biblical theology as a lens for all of life and work 2. Organizational sociology 3. Theology & leadership studies combined 4. Leadership experience
Technological	<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>
	<ol style="list-style-type: none"> 1. Host at least 1 Zoom or Skype session per class, ideally at the beginning to get acquainted, share my expectations and grading philosophy, and to build rapport. 2. Utilize weekly YouTube or Wistia videos 5-8 mins in length to summarize previous week and do a quick review of the upcoming week <- these I already do. 3. This is a STRETCH GOAL for me -> Test use of a text message service such as Remind to communicate w students during the week outside of Bb; maybe try this in one upcoming class in 2015
Methodological	<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>
	<ol style="list-style-type: none"> 1. Offer students option of choosing their own project or assessment activity for a specified assignment. 2. Encourage students to be creative and use learning tools that are of the most interest to them. 3. Provide overview of key ideas through mini-lectures in forums and in video clips 4. Explore how I might implement a 2-track approach to most week's learning goals: Guided, where I give more step-by-step instructions and learning nuggets, & Discovery, where I set the outcome, suggest some resources, and let the student determine how they want to get there. I grade each student based on their choice. 5. Make better use of tutoring and support services for writing and APA; These need some polishing and refinement before they are as specific and helpful as I want.



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QUALITY 3 – CONNECTION	
Active Engagement	<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>
Personalized Classroom	<i>How will you go beyond the basic shell of 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>
Mentor Modeling	<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>



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QUALITY 4 – COMMITMENT	
Mission Priority	<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>
Creative Initiative	<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>
Institutional Process	<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>