

# Mark Borzi

## Teaching Philosophy

### Mission

Education is critical to the maintenance of a free, democratic, humane, and prosperous society. Teaching in a free community expands individual rights as well as individual responsibilities. I am committed to assisting, supporting, and facilitating learning in and outside the classroom by developing communication and critical thinking skills. Making the learning process a journey of discovery and enthusiasm where both successes and failures are encouraged and supported.

### Goals

Every student should:

- complete the learning experience as better prepared to be a communication scholar and professional, contributing to the community.
- find the classroom to be an extension of the world outside, balancing theory and practical application.
- find the classroom to be open, enjoyable, inspirational, and stimulating.
- feel joy and enthusiasm for learning and incorporate those experiences into their behavior in the world beyond the classroom.

### Methods

The following practices are how I operationalize my mission and goals.

#### (Co)created experience

The instructor and students are equally responsible for working for positive course outcomes. How a class evolves will depend upon the nature of students, the design of the course, the quality of interactions, and the delivery method.

#### Active Learning Classroom

The active learning classroom is the core principle that drives instructional design and application. The active learning classroom involves finding ways for students to work together, and engage with course materials. I use a modified Socratic method, interactive activities, gaming, and wellness checks to promote active and engaged learning.

## Inclusive teaching

Effective communication and teaching require understanding and functioning in a multicultural world. Creating this worldview requires instructional practices that expand student frames of reference through diverse interactions and selecting materials, examples, and discussions that embrace inclusion. Travel abroad experiences help shape these materials, discussions, and activities.

## Storytelling

The most effective way to assist students in understanding course content is through storytelling. Storytelling provides emotional connections, helps make sense of the world, and communicates values and beliefs. A powerful story is more memorable than a lecture or generic example. I have significant experience to draw upon for stories to entertain and inform students.

## Competency-based education

I have more concern for students' learning than meeting deadlines. Course design includes progressive assignments and the opportunity to re-submit work. I strive to return work promptly and provide detailed feedback, and a limited number of recommendations for improvement. The recommendations require students to think about, assess, and change the work, not simply make corrections. The only absolute deadline is the last day of class.

## Project-based instruction

Projects are the backbone for most courses while delivering just-in-time instruction in skills and knowledge necessary to complete a project. Projects provide students with real-world applications and assist in portfolio development.

## Team-based learning

I use teams as the organizing frame for most classes. I strategically place students into teams for the term. These teams become project teams, support groups, study groups, and a location for social interaction and support. I recognize that differences in course format impact the design and practical use of teams.

## Formative and summative assessment

Effective assessment involves both formative and summative assessment. Formative assessment helps the student develop while summative assessment primarily provides information on the students place against standards.

I incorporate formative assessment in all that I do. To do this I do things like meet with students to review assignments, provide multiple opportunities for feedback, questions they should explore to get better, and the opportunity to revise assignments.

When I provide formal feedback, students receive the following:

- A copy of the work (e.g., a copy of their video or a Grammarly evaluation of their written work)
- The application of a rubric
- General comments regarding the assignment – admittedly it focuses on areas for improvements
- A set of questions to consider in making improvements in the presentation. Questions are used as a means for students to engage in the review of work rather than simply making corrections an instructor may identify.
- Instructions on how to resubmit the work if so chosen.