Teaching Porfolio

BENJAMIN PINGEL
INSTRUCTOR

MARCH 14, 2014

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BYU-IDAHO
REXBURG, ID

Greetings Mr. Kelly T Burgener,

I was very excited when Sister Caryn Esplin told me about the open faculty position in Web Design & Development. Ever since my graduation from BYU-Idaho, I have wanted to return to campus as an instructor. My professors there had a profound impact on me; I am inspired by the sense of purpose at BYU-Idaho and the rich heritage of the Spirit of Ricks.
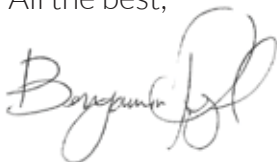
I was hired this week as adjunct faculty at BYU-Idaho to teach COMM 130 starting Fall 2014, and I will graduate in August with a MA in Communication and Leadership from Gonzaga University. I have gained a strong foundation in teaching principles through my coursework, and reinforced them through my teaching internship experience at BYU-Idaho this semester with Caryn Esplin. I have been designing and developing websites since I graduated in 2008 and am strong in graphic design, HTML, XHTML, and CSS. I am confident I have gained the skills necessary to teach in this capacity.

Above all, I am passionate about teaching, and firmly believe that proper communication skills help develop students into better leaders for the workplace and communities. I have tried my hand at making money in the business world, but find my place in helping others grow and succeed.

I have enclosed my teaching portfolio for your consideration. I know that I would be an asset to the University and have much to offer to students; I come dedicated to the purpose of BYU-Idaho. I also come dedicated to serving the students and providing the best education possible.

Please contact me should you have any questions, and I hope to meet with you soon.

All the best,

Resume

BENJAMIN PINGEL
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SUMMARY

Communication Professional with education experience.

EDUCATION

Masters of Arts in Communication and Leadership
Gonzaga University | Currently Enrolled - 3.76 GPA | Anticipated Graduation: Aug 2014
Thesis: *Impact of Intergenerational Communication on Immediacy Between Teachers and Students*
Relevant Courses: -Teaching & Pedagogy -Interpersonal Comm
-Servant Leadership -Intercultural Communication
-Research Methods -Organizational Communication

Bachelor of Arts in Communication Clusters in Web Design & Business
Brigham Young University-Idaho | April 2008 | 3.51 GPA
Relevant Courses: -Web Design -HTML & CSS Coding -PR Writing
-Interpersonal Comm -Group Dynamics
-Public Speaking -Advanced Visual Media

WORK EXPERIENCE

Online Learning Coordinator *Brigham Young University-Idaho*   *Dec '13-Present*
- Coordinated communication across a large organization, including reports or the Academic Vice President
- Designed a new website for Online Learning, and developed a style guide for all future marketing materials
- Coordinated multiple flows of projects, assisted managing department personnel, and wrote proposals for changes

Creative Director *DesignWire*   *Oct'12-Present*
- Successfully built web & graphic design business from the ground up
- Worked with small business clients to determine their needs and develop strategic marketing plans
- Managed multiple projects at one time, coordinated project schedules, and integrated changes into projects

Resume (cont)

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WORK EXPERIENCE (CONTINUED)

Project Coordinator/Assistant Project Manager *Basso Construction*   *Mar '11-Present*

- Successfully coordinated over 15 highly visible projects ranging from budgets of $50K to $1.2M
- Tracked project schedules/budgets, and produced regular reports for upper management and owners
- Designed and managed new company branding, including logo, website, business cards, and other marketing materials.

Marketing Director/Location Manager *Thrifty Car Rental of Spokane*   *Jul '08- Dec '10*

- Increased team productivity by 25% over 9 month period
- Coordinated and created marketing materials and programs
- Created and implemented sales associate training program, and instructed all new employees

COMPUTER SKILLS

- Adobe Photoshop
- Adobe AfterEffects
- Microsoft PowerPoint
- Microsoft Publisher
- Adobe InDesign
- FinalCut Pro
- Microsoft Word
- Adobe Illustrator
- Dreamweaver
- Microsoft Excel

ACCOMPLISHMENTS

- Earned Eagle Scout award, age 16
- Served mission for LDS Church, Rio de Janeiro, Brazil, 2002- 2004
- Maintained fluency in written and spoken Portuguese
- Enjoy racquetball, photography, spending time with family, and playing piano
- Will begin teaching as adjunct for COMM 130 course Fall 2014

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BENJAMIN PINGEL TEACHING PORTFOLIO

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WWW.BENPINGEL.ME

My first job out of college was in a business where the focus was all about how much money the owners were making; I hated every minute of it. Conversely, I have worked in academic environments where the focus is on helping students become better prepared for the future, and I felt great fulfillment in reaching out, teaching, and helping others.

I have found that the more I learn, the more I am driven to become a better person. Learning is a personal journey each of us make. I don't believe I can single-handedly change the world; I can, however, influence others to improve their lives through better education.

ASPIRATIONS, GOALS AND OBJECTIVES

I'm largely drawn to teaching because of a love of learning. For example, I especially find that in the field of communication there is more to learn, improve, and build upon in applications in our daily lives. Even though I may have learned principles of immediacy six months ago, I benefit from revisiting the material and find new ways to put them into practice. No matter how well we think we understand basic principles of communication, the improvement of speaking and listening skills is a lifelong project (Vangelisti, Daly, & Freidrich, 1999, p. 9).

Whether I am teaching Web design, visual media, or something else altogether, I benefit from the material taught and can find application in my life. My goals for my students are similar; students should be able to walk away from my classroom with material that can be practically applied in their lives. Similarly, my students should be well prepared to succeed in their chosen careers. All teaching and mentoring should lead to the end result of students beginning successful careers in Web Design & Development.

METHODS

I believe interactive learning is key, and can be accomplished in several ways. First, each student has something valuable to contribute to the conversation, a unique perspective to add, and a need to share their ideas. There is great power in students teaching each other. I

see this accomplished through a student trying out a new concept in front of the class, with the class assisting that student through the process. I see students teaching eachother in group critiques and projects. I see students sharing their perspective and experiences in classroom discussions.

I also find that interactive learning takes on new- and important- meaning when learning new programs and languages in Web Design. I can talk up front until I'm blue in the face, but until my students fire up a computer and do it themselves they will not achieve full understanding.

I believe there is a lot of power in projects- both on group and individual levels. My group dynamics instructor really pushed us to be creative and think outside of the box; this took us to a whole new level of experiences. For some projects and presentations, students should be given basic guidelines and then set free to be creative in accomplishing that task. Not only does this help the students to personalize their learning in a way meaningful to them, but quite often they will go above and beyond the requirements in these situations. Kolb (1984) explained that students learn better when the material is brought to a "real-life" application.

I also recognize the need for a relationship between students and teachers. In my own coursework, I have found greater learning when I take the time to talk to my instructor; I want to also be available to my students- in class, office hours, emails, or whatever other means I can find- so that they can feel support and gain greater understanding in their own learning process.

ASSESSMENT OF STUDENT UNDERSTANDING

In evaluating students' learning,I do not see great value in traditional testing, excluding perhaps limited use of tests for understanding basic principles and concepts. In web design and development, the most practical assessment would be projects that are graded according to how clean their markup is and how well they follow design principles. Class discussion and participation is also another way to gauge a student's learning.

STUDENT-CENTERED TEACHING

While education is about preparing students for careers, it is also about developing students into leaders. I believe education should be approached in edifying all aspects of the student's life- be it physical, spiritual, emotional, or intellectual. I have been in classes where the teacher was simply dumping information into our heads; it was a flurry of concepts, theories and ideas that could be tested, and nothing more. This field, however,, reaches out to me as something that is about becoming someone more. The key to this education is professors who are interested in their students- not just on the surface, but with real intent. My goal is to become that professor, to be one who genuinely wants students to grow.

TEACHING IMPROVEMENT

I consider student evaluations to be a powerful tool in gauging my teaching. Finding common themes in the feedback provide insight as to what things had an impact and should be continued, and what things didn't work so well and need to be adjusted. I don't think the evaluations at the end of term should come as any surprise, however; I should already know by that point how things went. When real learning happens, all are edified- including the teacher. You can feel it. If I'm not feeling that edification through my classes, then I need to analyze my teaching to figure out why that is not happening.

I also hold high importance on continual education. Web design & development is a newer field and is *constantly* changing- especially in our world of new technologies. Not only should I be utilizing technology in a positive way, but I need to understand the impact of changes so I can convey that to students. My goal is to be trying and practicing things continually myself so that I can then determine what is important- and current- to teach my students. If I'm not current in the material I teach my students, they will be at a disadvantage when they graduate.

TECHNOLOGY IN THE CLASSROOM

I strongly believe in using latest technology in the classroom. Not only can it more effectively help students relate to the material, it can be used to enhance the students' learning to a large degree as well. My goal is to integrate technology in such a way that it excites students to learn more, whether that be through Tweets, Youtube videos, apps like Socrates, or whatever else comes along. Additionally, if students are trained on the latest technology they will be more competitive in the job market after they graduate.

Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. New Jersey: Prentice-Hall.

Teaching Internship

VISUAL MEDIA

I worked with the Comm 130 class at BYU-Idaho under Caryn Esplin's direction. I taught several class periods, attended course meetings, and helped grade student projects. I also spent time each week working one-on-one with students in giving critique and feedback to their projects. The course covered basic design principles, working with Adobe Creative Suite programs, and basic HTML/CSS.

Perhaps the most important thing I have taken from this experience is a confidence in myself that I can indeed teach. I was worried about the mechanics at first- how to prepare a lesson plan, etc- but now I know that I can do them. More importantly, I know that I love working with the students. I love helping them understand the concepts, and how to apply them. I also have become more committed to the principles of hard work, faith, and individual teaching that the University was founded upon so many years ago.

GROUP DYNAMICS

I was privileged to observe courses during my internship under Robyn Bergstrom in the Group Dynamics course. My goal was to observe and be familiar with a different teaching style, and see how a different course was run. An added bonus was that group dynamics, interpersonal communication, and visual media are my top three areas of interest. I have enjoyed seeing Sister Bergstrom's dynamic style of teaching and how she interacts with her students.

Prepared Courses

I am prepared and especially interested in teaching the following courses:

WEB DESIGN

When I created my cluster in web design, I had no idea how much it would impact me. I have a passion for great web design- that doesn't just mean including graphical elements, but also includes layout, function, and how easy it is to navigate. I have done a website for every company I have worked at, and believe this is a key field for students to understand.

VISUAL MEDIA & COMMUNICATION

Good design creates a channel for good communication. Helping students understand basic design principles and methods will help them be better prepared for work in whatever they do and give them an edge in the job market.

INTERPERSONAL COMMUNICATION

Interpersonal communication is perhaps one of my favorite subjects within the communication field. I believe this study is particularly powerful in preparing students for their future, and in developing effective communication techniques. I have observed this class being taught several times.

GROUP DYNAMICS

We all work in teams in today's society, and studying how to function well within those teams is critical. I have repeatedly relied on what I learned in this course as I have worked in teams in the workplace and at school, and want to help my students find that same success.

Learned Technologies

PC, MAC & MOBILE

I am comfortable in bot h Mac & PC environments. Although I prefer to use my Mac for most day-to-day usage, I also built my PC and undestand how it works. Understanding the computers we work with- and also their screen sizes, resolutions, and hardware capabilities- are an important part of building things for the web in a responsive way.

GOTOMEETING

This video conferencing technology can be very useful in long-distance learning. Although some students can struggle with the technology, it is a valuable resource that has helped me collaborate with fellow students in teaching environments. I have taught microteaching lessons via gotomeeting, able to view my class even though we were scattered throughout the West. It is also a great resource for groups working together.

MICROSOFT OFFICE

Microsoft Office is a powerful tool in classroom teaching and feedback in today's classroom. As a student, I have found invaluable feedback as teachers have used comment features on my papers. Such feedback increases immediate interaction between teachers and student, and allows for personalized instruction.

ADOBE CREATIVE SUITE

Visual presentation is essential in communicating thoughts and ideas. When properly designed, the information is more easily understood and accessed. The visual appeal of materails can also draw students in, and creates a more professional impression. I am familiar with all mainstream Adobe programs, and plan on using them to create visually appealing and effective learning materials such as syllabi, handouts and powerpoints.

Teaching Resources

SOCRATES.COM

Basically, use smart phones for students to answer your questions and connect with students in a way that is integral to their communication style. Answers are scored and emailed to the teacher immediately.

MINDMEISTER.COM

MindMeister.com is a brainstorming/mapping site. This is useful as an instructor sorts through ideas in presenting the course, and can also help students as they need ideas for a new project in the course.

TWITTER AND SOCIAL MEDIA

These can be powerful tools in initiating student conversations. Some teachers have used Twitter as a means of discussion, allowing each and every student the chance to be heard. An interesting case study of this used effectively can be found at: www.youtube.com/watch?v=6WPVWDkF7U8&

MOVIES

Hollywood has created a rich arsenal of movies that can be used to illustrate principles. For example, having students watch a movie and look for interpersonal concepts we have discussed in class can be eye-opening to the studen and help them realize communication is happening all around us. It further helps internalize the concepts.

WORDPRESS

Blogging can be a great tool in helping students develop in creative writing. Writing effectively is essential in communication, and this allows them to practice those skills.

Observed Courses

I have observed the following courses at undergraduate universities:

INTERPERSONAL COMMUNICATION

I was impressed with this instructor's knowledge of interpersonal theories, and the ways she encouraged her students to learn them. She had a very dynamic and immediate personality that created a connection with the students- putting into practice what she taught that day.

PUBLIC SPEAKING

Because it was early in the semester, the class was learning the basics of public speaking. I was impressed with the instructor as he used the powerpoints only as a basic guide- but he knew the material and had all sorts of facts, statistics and stories that he added. It was engaging and personal as he made an effort to reach out to each student.

PUBLIC RELATIONS WRITING

The class was learning about PR Writing theories and principles. Using a powerpoint, the instructor was dynamic in presenting the materials. The instructor readily engaged the students, using present PR examples. The students then broke out into groups with a series of questions to discuss together.

NONVERBAL COMMUNICATION

This course was spent in discussion, as students shared thoughts and ideas about a recent observation project they had done. The professor probed, asked questions, and guided the discussions in an effective way. He was immediate with the students, and related to them through many stories from past students' experiences.

Sample Lesson Plan: Visual Aids in Public Speaking

Visual Aids *For use in an introduction to Public Speaking.*

Theory: Verbal and non-verbal communication work together to create understanding. An important part of non-verbal communication is the use of visual aids while speaking, which can promote increased understanding between sender and receiver.

Previously Covered Material: This lesson would take place approximately 2/3 through the course.

Readings:

1)   Lucas, S.E. (2011) Chapter 13 Visual Aids in The Art of Public Speaking

2)   Lucas, S.E. (2011) Appendix Powerpoint in The Art of Public Speaking

3)   Youtube video Don McMillan: Life After Death by PowerPoint,

http://www.youtube.com/watch?v=lpvgfmEU2Ck

Goals & Objectives:

1.   The Student will understand the impact of visual aids in speaking.

2.   The student will understand guidelines for effective visual aids.

3.   The student will be able to take an existing poor visual aid and modify it to be effective.

Out of Class Work:

1)   Complete assigned readings and video

2)   Find and submit two examples of good visual aids and two examples of bad visual aids.

Time Frame: 50 minutes

Key Concept: Visual aids can enhance almost every aspect of a speech. Understanding what makes good visual aids can help us be more effective as presenters.

Resource Materials: Prepare Powerpoint or Keynote slides of instructions on effective visual aids, guidelines, and examples of both good and bad visual aids.

Also have students submit their examples beforehand to course blackboard.

Activity:

1. 20 minutes: PowerPoint "lecturette" on guidelines for effective visual aids.

2. 10 minutes: PowerPoint activity: Ask the students to identify less- effective elements on each slide and how it can be corrected to become effective.

3. 10-13 Minutes: Student presentations: Ask students to present and discuss their sample submissions.

4. 7-10 Minutes: Debriefing- Ask the students to discuss their responses and learning from this activity. Students will use Socrative to record their takeaways from class.

5. Preparation for next class: Remind students to read chapters 15 & 16 before next class, and come prepared with their outline for their next speech.

Summary: Effective visual aids can help the presenter appear more confident, and can help with audience retention and understanding. Less effective visual aids will destroy credibility and create confusion. By adhering to guidelines discussed, students can use effective visual aids in their presentations.

Thank you.

Thank you for viewing my teaching portfolio.

I look forward to meeting with you soon to further discuss this opportunity with you.

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