ACADEMIC *PORTFOLIO*

WELCOME TO MY PORTFOLIO
Ideas for Your Success!

I have been teaching EU Economy, Marketing, Strategic and Project Management for 8 years now. One of the main reasons why I decided to pursue a career in academia was so that I would have the opportunity to work with future generations of managers and specialists in an instructional capacity. I view teaching as additional to all of my professional activities and it is my hope that my teaching will allow me to "keep the flame of cooperation alive" in some way and to inspire students to remain focused on the professional skills of business education.

While I believe my teaching has been successful, I also recognize that I have much to learn from my colleagues and students. I look forward to continuing teaching, research, and research training and learning from my students and peers along the way.

TEACHING PHILOSOPHY

My philosophy of teaching asserts that students are entitled to quality instruction in an active and stimulating learning environment.

Pages. 2-3

TEACHING METHODS

In teaching, my overarching goal is to develop a student-centered environment. I want students to actively participate, rather than passively learn.

Pages. 4

TEACHING EXPERIENCES

In the following pages, you can explore my teaching experiences.

Pages. 5-7

TEACHING PHILOSOPHY

Teaching is mystery clothed in daily ordinariness, artistry hidden in demanding practices, awe whispered in interior struggles.

My vision is to be the leading provider of high quality knowledge and workplace skills training. I believe that through education, everyone has the power to change their lives, and ultimately the world, for the better.

My mission is to create and disseminate knowledge, to provide innovative teaching environments, opportunities, and experiences that enable students, individuals, communities, and the region to grow, thrive, and prosper. Innovation, technology and creative collaboration with teachers, students and knowledge experts are the foundations of commitment to delivering universal access to education.

My goals of services and projects are to deliver freedom to learn and the tools to succeed - enabling students, learners and staff to empower themselves and others.

My philosophy of teaching

My philosophy of teaching asserts that students are entitled to quality instruction in an active and stimulating learning environment. Students should experience frequent and repeated opportunities to act, react, and interact with each other and the professor. Curriculum materials should be timely and relevant. Standards of excellence—high, yet attainable—should be used to facilitate optimal student learning. Finally, as teaching is a process, not an activity, my teaching philosophy offers an invaluable reflective view on "how to" strive for instructional improvement. Students want their professors to be engaging, humorous, wise, and informative. They will do everything within their power to draw these qualities out of us if given some indication that these qualities are there to be tapped. My approach to teaching is to spend a good deal of effort prior to class in preparation and then to attend to the students very carefully to determine what they want and need to hear at any point in the lecture. For each class, I always prepare far more material than I can present while bearing in mind which material must be presented and which is optional. The dynamics of each class determine how the optional material is employed.

Student questions and facial expressions inform me about what issues to delve into in more depth, what examples to give, and what stories to tell. I attend to faces very carefully. I tell a lot of stories.

My emphasis in teaching is on learning. My teaching goal is to facilitate learning (helping students learn) and I believe that teaching plays a major role in that. Learning is primarily the student's responsibility, whereas teaching is my responsibility. My emphasis is on helping the student to learn, rather than just dispensing my knowledge to them. I am there to "light their candle," not just "fill their bucket." Service-learning is a pedagogical approach that I use consistently with undergraduate students. This experiential learning tool allows students to apply their knowledge to real-world problems in community contexts and to complete structured reflections on the relationships between assignments, course objectives, and personal educational objectives. I feel it is important to include such activities in all of my classes since writing skills are critical for all speech-language clinicians and researchers. I also use undergraduate research as a teaching tool, since the research process allows students to apply classroom knowledge through scientific questions of specific interest.

My **Values**

TEACHING **PHILOSOPHY**

I believe that effective teaching is comprised of two necessary and related elements: knowledge of the content and ability to communicate it. Knowing the material is not enough to be effective in teaching it; likewise, communication skills won't work alone. Thus, I take care to understand the concepts I expect to cover and to make them understandable to the students.

I organize my presentations with the student's learning in mind and keep my knowledge up to date. I also emphasize the importance of communication by using humor and a variety in teaching techniques to make learning enjoyable so as to motivate the students to learn.

Chickering and Gamson ("Seven Principles for Good Practice in Undergraduate Education") assert that good educational practice does the following:

- Encourages student-faculty contact

- Encourages cooperation among students

- Encourages active learning

- Gives prompt feedback

- Emphasizes time on task

- Communicates high expectations

- Respects diverse talents and ways of learning

Sources: *http://www.lonestar.edu/multimedia/sevenprinciples.pdf*

Kahlil Gibran, The Prophet: Then Said a Teacher: "Speak to us of teaching". And he said:

- No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge.

- The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and his lovingness.

- If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.

- The astronomer may speak to you of his understanding of space, but he cannot give you his understanding.

- The musician may sing to you of the rhythm which is in all space, but he cannot give you the ear which arrests the rhythm nor the voice that echoes it.

- And he who is versed in the science of numbers can tell of the regions of weight and measure, but he cannot conduct you thither.

- For the vision of one man lends not its wings to another man.

Sources: *http://www.brainybetty.com/2007Motivation/Khalil%20Gibran%20-%20 The%20Prophet.pdf*
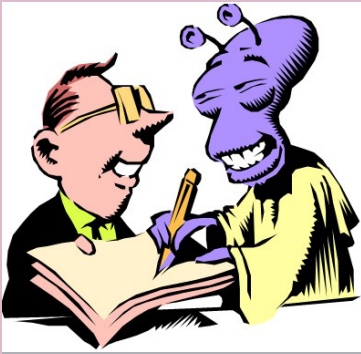
TEACHING METHODS

Methodology

In teaching, my overarching goal is to develop a student-centered environment. I want students to actively participate, rather than passively learn. When planning a course of instruction, I identify a set of objectives and skills. Next, I compile a rationale for each objective and skill. I design a course plan that emphasizes the application of critical thinking skills to foster deep learning, and the use of collaborative learning skills to facilitate "real-world" problem solving.

"Courage is the first of human qualities because it is the quality which guarantees the others." - Aristotle
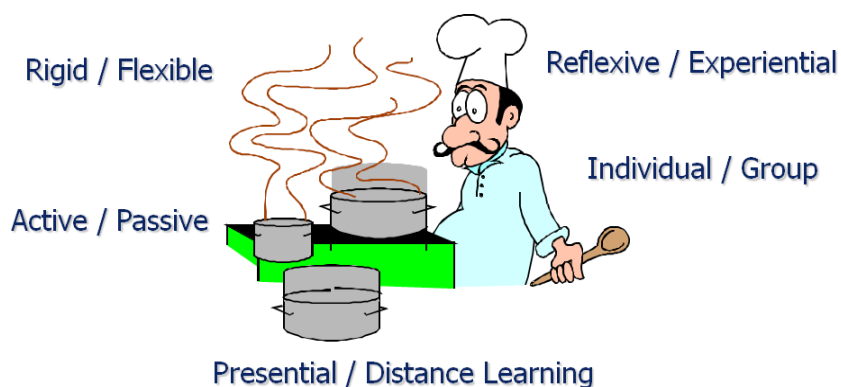
I also embed activities in the instructional process that are designed to help students develop research and writing skills—readily transferable across disciplines—as they engage in learning of content material.

Throughout the teaching and learning process, I incorporate multiple choices and pathways through the learning materials. I encourage students to engage in open-ended formative and summative evaluation of the course (what's working, what's not). I also ask students to self-evaluate individual progress. Finally, my course design includes a data-driven evaluation component, which focuses on systematic outcomes and results, that are clearly tied to course goals and objectives. I follow these principles in teaching: being enthusiastic for each class and letting it show; learning about the students in the course; organizing each class well; using a presentation style that maximizes student interest; and using a variety of teaching methods to present the material. I use humour in my presentations to spark student interest and make my presentations engaging. I vary my teaching techniques in class (cases, discussion groups, lecture, etc.). I extensively utilize e-learning platforms (Moodle), PowerPoint software and all elements of multimedia (documents, music CDs, videos, web sites, etc). These forms are also used to structure the students into class teams. I keep these forms on file so I can be available to the students as a reference.

Choosing Teaching Methodologies: A function of the rest of the puzzle

Rigid / Flexible

Reflexive / Experiential

Individual / Group

Active / Passive

Presential / Distance Learning

Evaluation

To measure student learning, I provide multiple assessments. Over my 8 years of teaching experience, these assessments have included:

Collaborative research projects; Formal scholarly research papers; Portfolios Presentations (Speaking, Multimedia); Quizzes; Review activities; Student written newsletters; non- Traditional exams; Writing Activities; Written concept summaries.

The constancy of change in contemporary teaching and learning environments behooves one to think critically about a teaching philosophy. In the 21st century, a new literacy has emerged—the ability to use appropriate technological tools in an Information society. For example, the personal computer and associated technological innovations, e.g., the Internet and E-mail, have become commonplace.

Alvin Toffler, futurist, and author of the classic *Future Shock* , puts it best, when he says: "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn". Faculty must critically examine and re-examine teaching philosophies, as the environments in which teaching and learning become increasingly diverse and varied.

Sources: *http://www.fctl.ucf.edu/index. php*

TEACHING EXPERIENCES

Education is "the kindling of a flame, not the filling of a vessel". Socrates (380 BC)

I have taught courses to Euroacademy students, Masters students with and without work experience and MBA students as well as executive MA-type courses in Estonia and Lithuania.

My teaching experience includes a wide range of delivery methods:

- E-learning and Distance learning

- Problem based learning in groups of 10-15 students

- Lectures, seminars and tutorials

Also I am a member of two research and work groups in the following projects:

– PRME Working Group on Poverty as a Challenge to Management Education (PRME, which CEEMAN (www.ceeman.org) is leading).

The vision of PRME Working Group on Poverty as a Challenge to Management Education is to be advocates for the integration of poverty-related discussions into all levels of management education worldwide.

– CEEMAN Sustainability Working Group (coordinated by Lviv Business School (LvBS) in cooperation with CEEMAN Office).

CEEMAN Sustainability Working Group that will provide a platform for a structured dialogue and sharing of best educational and institutional practices in the area of corporate social responsibility and sustainable development, generating intellectual capital on the issue and help to form new strategic partnerships.

SINCE 2009, I HAVE TAUGHT THE FOLLOWING COURSES AND MODULES:

2017-Present: Marketing policy of the company (Master Level Course), Euroacademy, Tallinn, Estonia.

2017-Present: Marketing (Bachelor Level Course), Euroacademy, Tallinn, Estonia.

2009-Present: the European Union´s Economy (Master Level Course), Euroacademy, Tallinn, Estonia.

2012-2012: Project Management (Bachelor and Master Level Course), ISM University of Management and Economics, Vilnius, Lithuania.

2011-2011: Project Management „Business Success Depends on Projects?", MA Course in Design and Development of Virtual Environments, University of Tartu, Tallinn Tehnopol, Estonia.

TEACHING EXPERIENCES

You can find an overview and description of the courses here:

EU Economy

This course is aimed at on the basis of existing knowledge to students of economic theory and the world economy to analyze the theoretical foundations of the economic integration process and its impact on business development in the European Union. As the object of study is chosen the most advanced model of integration processes in the economy of the European Union.

Read More: http://maritana.online/portfolio-item/economy/

Marketing Policy of the Company

Welcome to Introduction to Marketing Management. Here is the preliminary course syllabus. Almost all of the details you need on the course are here. It contains helpful information on the course objectives, what you will learn in the course, your responsibilities, how the course is conducted, and the course assignment.

Read More: http://maritana.online/portfolio-item/marketing_mba/

Marketing

Welcome to Introduction to Marketing. Here is the preliminary course syllabus. Almost all of the details you need on the course are here. It contains helpful information on the course objectives, what you will learn in the course, your responsibilities, how the course is conducted, and the course assignment.

Read More: http://maritana.online/portfolio-item/marketing/

Lecture Organization

Many of the ideas contained in these notes are a summary of literature encompassing theoretical & personal experiences and methods of the projects development. My own experience has added a number of perspectives as well as biases which turn me into someone who is far from being a cold, impartial observer of this issue.

Read More: http://maritana.online/portfolio-item/project-management/

I spend a lot of time organizing my lectures. For each class, I will have only two or three pages of outline notes to myself. These notes are there as reminders of what I need to talk about and when. Prior to each class, I look over the notes and remind myself of what I need to say. The notes provide organization in a topic-comment form that is obvious to me and that I attempt to make evident to the students.

I don't believe that we need to reduce the amount of content students are responsible for. Knowledge is the foundation from which higher-level learning and critical thinking can occur. I do believe in reducing the amount of new content a student is presented with during a lecture. This means that students should be responsible for some of their own learning outside of lecture. This can be done by pre-reading plus assessment such as a quiz for motivation, project research, etc. There are some lessons in which the content is challenging for students. Assessments should be frequent and support learning objectives. Frequent assessment not only reinforces the content throughout the term, but also helps students accumulate a body of knowledge, gain deeper understanding, and provides the opportunity for self-assessment. The teacher can gauge how well students understand course material and they can address misconceptions.

Classroom **Teaching**

One of our main responsibilities as educators is to provide students the tools and skills they need to not only be good global citizens, but also to be equipped to make positive changes to our world. Sustainability education is about making students aware of issues (and their complexity) that affect the health of the planet and humanity. It is easy to relay examples of doom and gloom that surround us, but we also need to help develop attitudes and abilities to move forward for positive change. Engagement in community projects provides students with local context and sense of place.

I take interest in my students' academic growth, often giving advice based on my experiences as a student, advisor, scientist, and educator. All of our students are capable of success, but many need guidance and motivation to reach closer to their potential. Through advising, presenting study skill workshops, and by example, I try to help students reach their goals in academics, career planning, and as good global citizens.

I watch the class carefully. This technique is critical for me. I have often heard people promote the virtues of "making eye contact" when lecturing. It seems to me that eye contact is a natural consequence of caring about one's listeners. In watching the class, I am allowing the students to communicate both their level of understanding and their current affect. If I am uncertain about their current state, then I will probe them.

Often, I will get the sense that some number of students have lost the thread of what we are covering. On such occasions, I will ask everyone to indicate how well they understand the current material on a five-finger scale, one being clueless and five being total comprehension. Another scale that I use a lot is the head nod. I simply ask the class to nod their heads, yes or no, to answer a question such as, "Should I go on? Do I need to go over this again? Are we getting sleepy? Did this example work or do I need to provide another?"

During class, students are attempting to understand what is being presented and at the same time they are trying to get some of the material into their notes. People are not very good at doing two things at once when both tap the same resources, and thus, understanding and note taking typically suffer through their mutual interference. This does not have to happen. Whenever I am presenting something that is new or conceptually difficult, I instruct the students to stop their note taking.

I then tell them that I will discuss this material in a couple of different ways until they agree that it is clear, and then I will describe it one more time for their notes. The intent here is obvious. First, the students listen and ask questions until we agree that the material is clear and understood and then they write it in their notes. When I present material that I do not intend to test them on, I tell them that what follows should be of interest given what we have just gone over but that they need not put it into their notes. With a few absolutely essential concepts, I tell them, "Write this down, underline it, and put stars around it. It will be on the test." Having done this, I make sure that this material is on the test.

ABOUT ME

Hi, I'm Maritana. Good to see you!

I am a Management Consultant: Innovation and Strategy for Government and Public Sector.

My mission is to improve public services. I work with the full spectrum of government and the public sector, from central departments through to universities and local service providers.

What I can offer your organisation?

A positive attitude, creativity and a hands-on approach to design and implementation.

With fundamental values of client satisfaction, quality and teamwork, I maintain a constant vision of innovation to remain on the cutting edge of design technology. I can help you to create or to remodel services, making the most of the latest technology, getting value for money and making life easier for the people who use them.

A wonderful serenity has taken possession of my entire soul, like these sweet morning of spring which I enjoy with my whole heart. I am alone, and I feel the charm of existence in this spot, which was created for the bliss of souls like mine.

I am ready for any Project, Contact me?
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e-learning environment: https://e-smufp.com/