Adaptability and Variety

As a teacher, I believe adapting my instruction and assignments to student’s level of understanding and life experiences is important. I believe in finding creative solutions to individual problems and adding variety into my instruction to meet the different needs of my students.

For example, when students in an introduction to broadcasting course had difficulty understanding the differences between broadcast stations and cable stations, I created a model where they acted as station operators and held wires showing the connections between stations and customers. Many students told me they found this activity helpful. When my public speaking class had trouble with outlining, I developed two outlining exercises to help them practice the skill. One exercise asked them to fill in a blank outline from a list of main points and sub points. Another exercise had them correct the numeration on several messy outlines. These assignments were completed in class, and we worked until we got them right.

Adapting to audience is a basic component of good rhetoric and good teaching. By adapting to the needs of each class, I hope to make the learning experience as meaningful as possible for as many students as possible.