What is a philosophy of teaching statement?

A philosophy of teaching statement is a narrative that includes:

- your conception of teaching and learning
- a description of how you teach
- justification for why you teach that way

Teaching Philosophy is a cornerstone of reflective and scholarly practice in teaching and learning.
Theoretical Framework

Multiple targets
- Individual learner as focus
- Group of learners
- Institution’s mission

Goals – Instructional goals

Design and implementation

Documentation and Reflection
Goals

- What goals for students as learners
  - Specific subject (Epidemiology)
  - As a component of bigger area (Public Health)
  - General (Impact on Health of population)
Design and Implementation

- What kind of learning environment for accomplishing goals
- What is your role & Student’s
- Technological requirements
- What does it look like when you implement
Assessment and Evaluation

- What kind of classroom assessment you use
- How are these aligned with your goals and methods
Documentation and reflection

Relatively new concept in higher education

- What have you learned about your own teaching
- What have been some of the most profound impacts – as educator?
Uses

- Personal
  - Motivation and practices as instructor
- Political
  - Defend any assertion; annual review process
- Metaphorical
  - Teaching is like ……
- Professional
- Pedagogical
- Reflective and iterative
General formatting suggestions

- There is no required content or set format
- It is generally 1-2 pages in length
- Use present tense, in most cases
- Most statements avoid technical terms
- Include teaching strategies and methods to help people “see” you in the classroom
- Make it memorable and unique
- “Own” your philosophy
Major components of a philosophy of teaching statement

Each statement of teaching philosophy is very personal by nature. Therefore, it should be up to instructors to decide what components to include in their own statements. However, there are a number of excellent resources to get started with the writing process.
Structure of Teaching philosophy

- Title
- Quote (optional)
- Thesis statement
- Narrative
  - Teaching context
  - Conceptualization of teaching
  - Conceptualization of learning
  - Goals for students
  - My role as teacher
  - Goals for my development
- Summary
What is a portfolio?

As an academic, there are different types of portfolios that you might prepare. These include:

- Course portfolio
- Professional (scholar) portfolio
- Teaching portfolio.
Course Portfolio

A **course portfolio** includes information specific to a particular course. Such a portfolio would include syllabi, course materials, sample assignments, and an explanation for the rationale behind the assignments, and how your teaching methods and your course materials help students learn.
A **professional portfolio** is a collection of documents that you might submit as you go through the promotion and tenure process. This type of portfolio would include all of your work as a scholar, including your research progress, your teaching experience and accomplishments, as well as your record of academic service.
Teaching portfolio

The **teaching portfolio** describes and documents multiple aspects of your teaching ability. There are two basic types of portfolio.

- A summative portfolio
- A formative portfolio
Some characteristics of effective portfolios

The format of a portfolio varies considerably. An effective portfolio should be well documented and organized. The American Association for Higher Education (AAHE) suggests that a teaching portfolio should be structured, representative, and selective.
Structured

A structured portfolio should be organized, complete, and creative in its presentation. Some questions for you to think about might be: Is my portfolio neat? Are the contents displayed in an organized fashion? Are the contents representative for the purpose that it is intended?
Representative

In addition to attending to structure, a portfolio should also be comprehensive. The documentation should represent the scope of one's work.

Does my portfolio display a cross-section of my work in teaching?
Selective

The natural tendency for anyone preparing a portfolio is wanting to document everything. However, if a portfolio is being used either for summative or formative purposes, careful attention should be given to conciseness and selectivity in order to appropriately document one's work.
Thank you