

# **Teaching philosophy statements: Show me the good stuff**

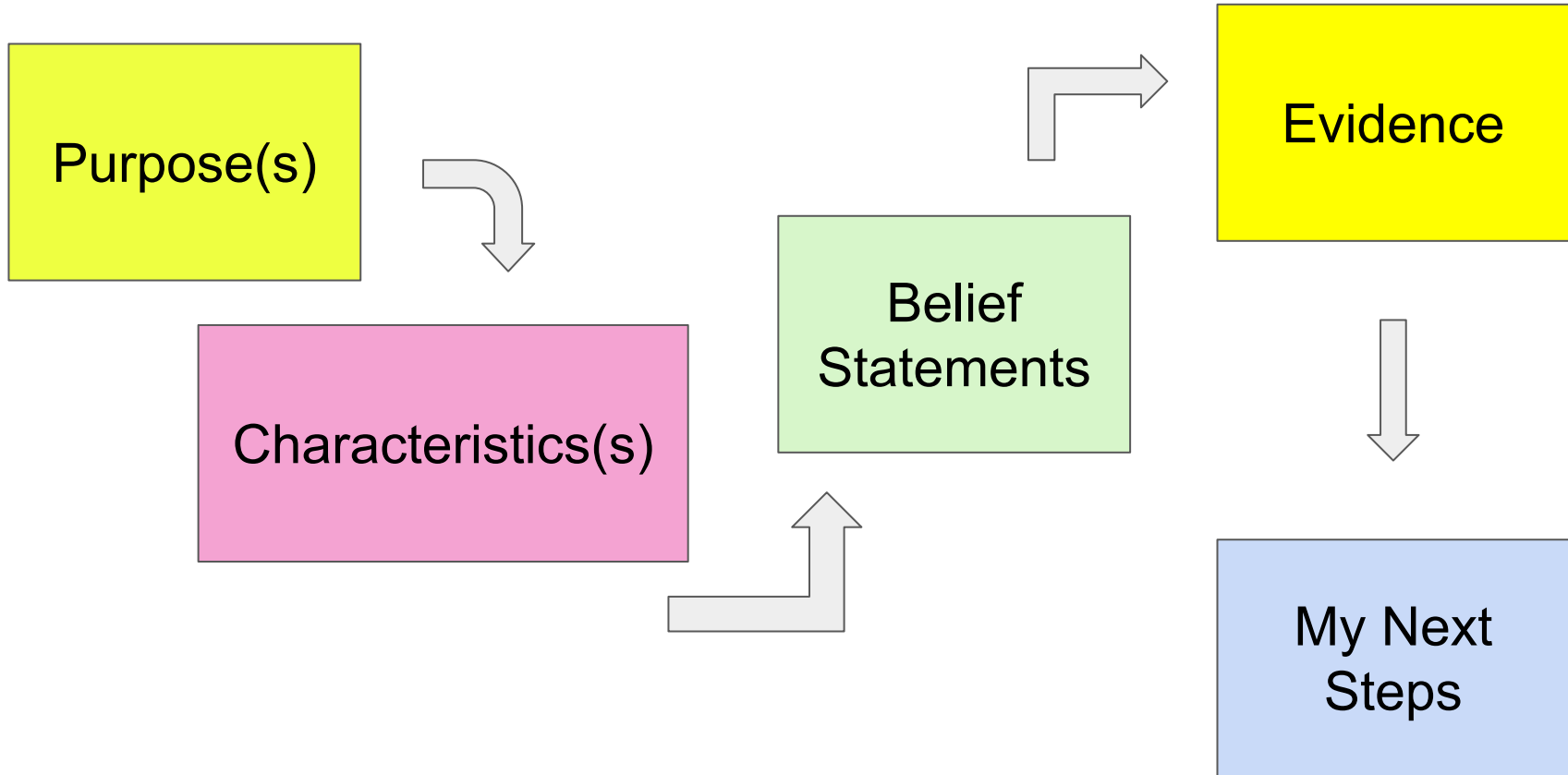
August 24, 2021

Facilitators: Judy Chan, Sue Hampton & Isabeau Iqbal

# **By the end of this session, participants should be able to...**

1. Explain the purposes of the teaching philosophy statement (TPS)
2. Describe characteristics of an effective TPS
3. Identify belief statements in sample TPS
4. Identify statements of 'evidence' that align with the stated beliefs
5. Determine next steps in developing your TPS

# Agenda



# What is the current state of your teaching philosophy statement ?

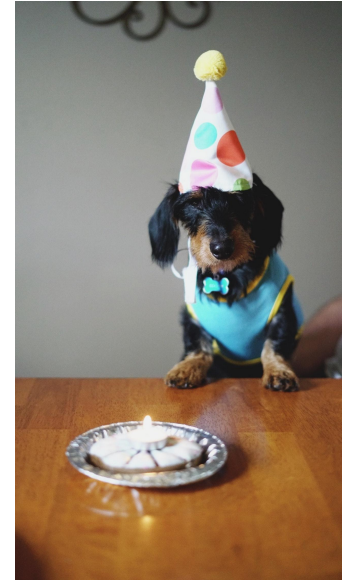
Please use the annotation feature to let us know which statement best describes your situation.

**I don't have one**



**I have a draft**

**Woohoo! I have a final  
(for now) version**





# **My Philosophy**

# Definition & Purposes

The teaching philosophy is a written statement that communicates your **beliefs** about teaching and learning and includes **evidence** from your teaching to show how you translate these **beliefs into practice.**

(Bowne, 2017)







# Purpose(s) of the TPS

- Academic positions
- Teaching portfolio
- Tenure and promotion reviews
- Teaching award applications
- Students, colleagues, and beyond

# Characteristics

# The TPS can be...

- Stand-alone document
- Integrated into teaching portfolio

# I expect to see:

1-2 pages

First person, narrative approach (“I...”)

Beliefs

Concrete examples of how the beliefs are enacted (i.e. “evidence”)

Bowne, M. (2017). Developing a Teaching Philosophy. *Journal of Effective Teaching*, 17(3), 59-63.

Schönwetter, D. J., Sokal, L., Friesen, M., & Taylor, K. L. (2002). Teaching philosophies reconsidered: A conceptual model for the development and evaluation of teaching philosophy statements. *International Journal for Academic Development*, 7(1), 83-97.

# I also expect...

Disciplinary Context



Scholarly References



# Belief Statements



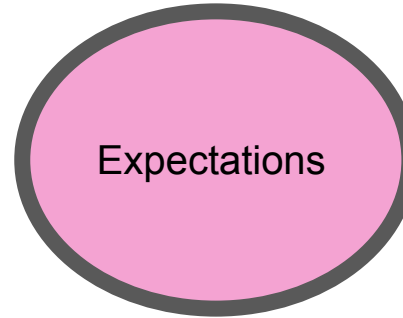
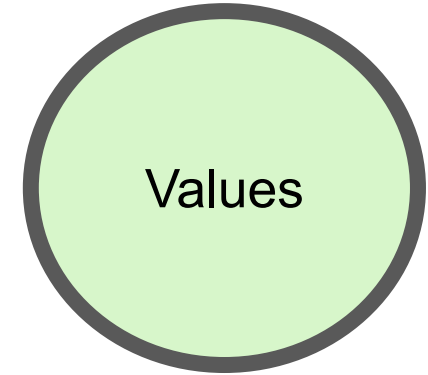
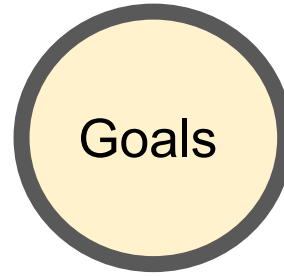
# Belief statements communicate YOUR beliefs and ideas about...

- Teaching
- Learning
- Knowledge

Taylor, E. W., Tisdell, E. J., & Gusic, M. E. (2007). Teaching beliefs of medical educators: perspectives on clinical teaching in pediatrics. *Medical teacher*, 29(4), 371-376.

## Your beliefs about:

- Teaching
- Learning
- Knowledge



Taylor, E. W., Tisdell, E. J., & Gusic, M. E. (2007). Teaching beliefs of medical educators: perspectives on clinical teaching in pediatrics. *Medical teacher*, 29(4), 371-376.

Yeom, Y., Miller, M. A., & Delp, R. (2018). Constructing a teaching philosophy: Aligning beliefs, theories, and practice. *Teaching and Learning in Nursing*, 13(3), 131-134.

## Sample belief

I assume that all of my students are capable of making comics, and that their individual points of view and voices are valuable and worth sharing.  
(Sarah Leavitt, Creative Writing)



## READ: Belief Statements in the TPS (Step 1)

On your own, choose to read **one** of the TPS on the handout:

- **Engineering**
- **Creative Writing**
- **Kinesiology**
- **Biological Sciences**

As you read, underline or highlight the phrases/sentences that express the instructor's **beliefs** about teaching and learning.

*5 minutes*

## READ: Belief Statements in the TPS (Step 1)

On your own, choose to read **one** of the TPS on the handout:

Discipline	Please add stamp here
<b>Engineering</b>	
<b>Creative writing</b>	
<b>Kinesiology</b>	
<b>Biological Sciences</b>	

As you read, underline or highlight the phrases/sentences that express the instructor's **beliefs** about teaching and learning.

*5 minutes*



## DISCUSS: Beliefs in the TPS (Step 2)

Join a breakout room (eg. Engineering), 3-4 people/room. Introduce yourselves, then share/compare your notes with your peers, and discuss:

- Which phrases, words, or sentences communicated the instructor's beliefs?
- What else did you notice about this example? (*time permitting*)

~12 minutes

**Remember the Breakout Room # you join.**

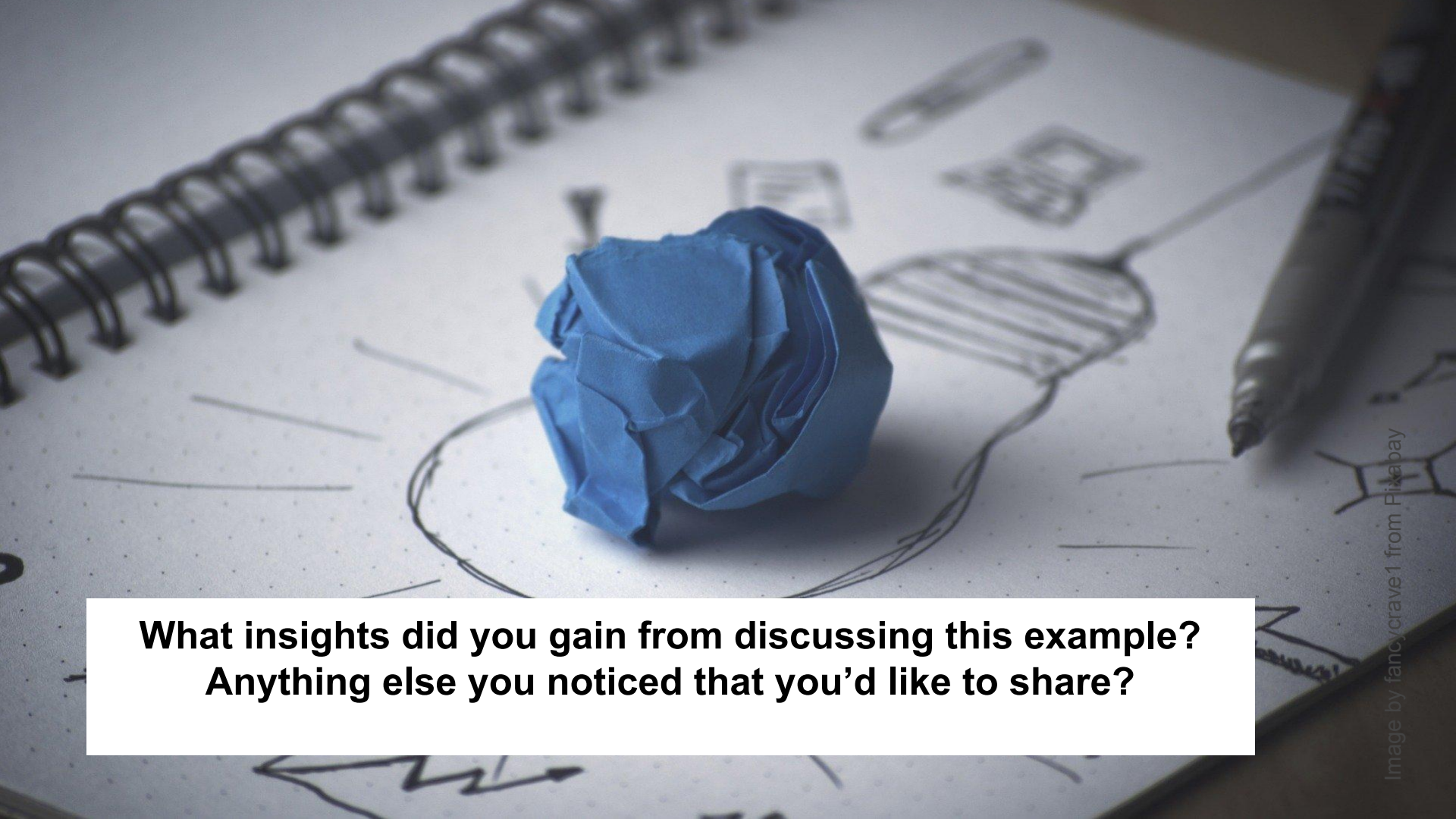


Image by fancy/crave1 from Pixabay

**What insights did you gain from discussing this example?  
Anything else you noticed that you'd like to share?**



**Beliefs** about  
teaching and student  
learning

**Evidence** of how you  
enact your beliefs

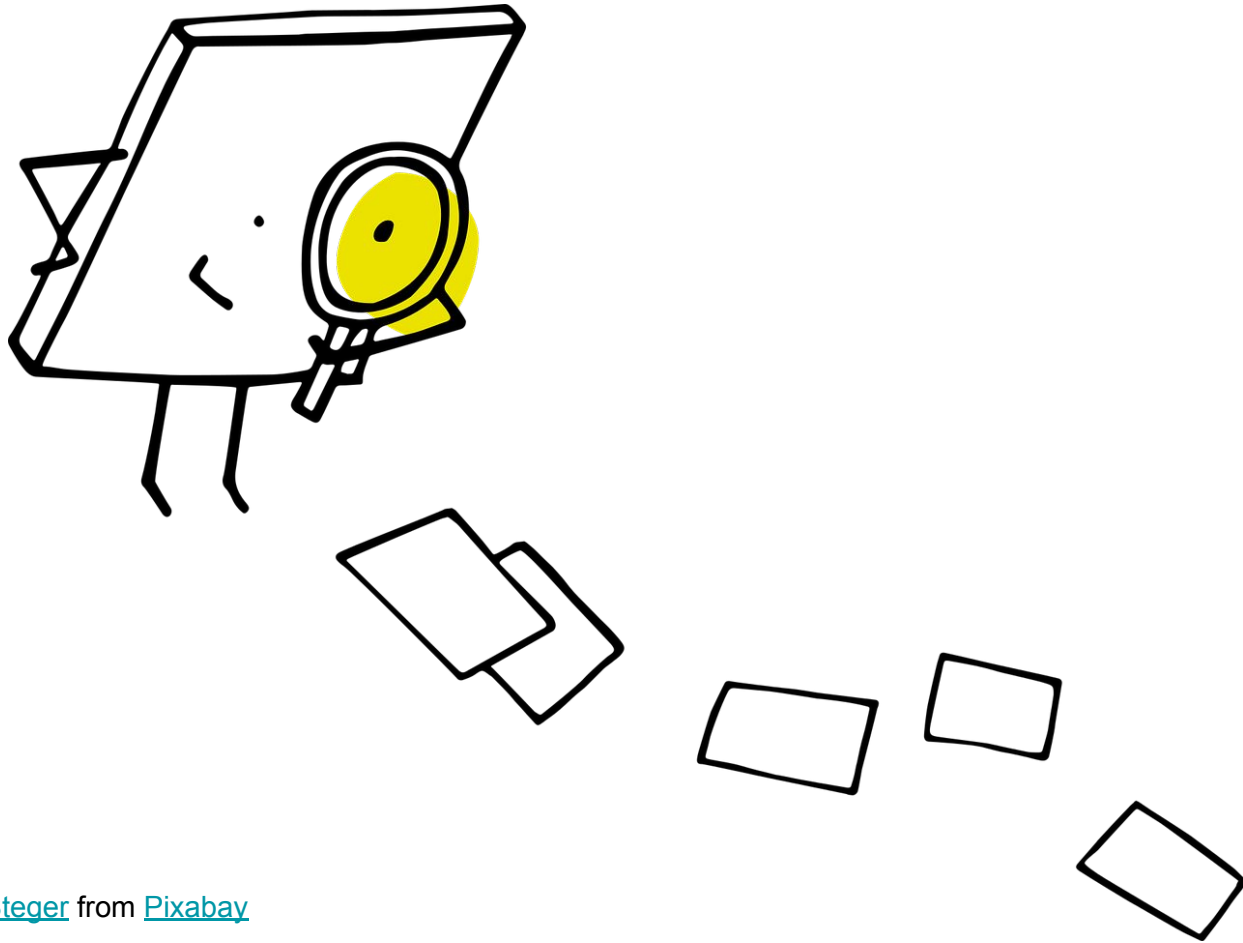


Image by [Manfred Steger](#) from [Pixabay](#)

Reed Ferber (excerpt)

***I believe that students benefit from a variety of instructional methods. Not all students I...***

## Reed Ferber (excerpt)

*I believe that students benefit from a variety of instructional methods. Not all students learn in the same manner, at the same pace, or in the same environment. Since some students are more visual, others more experiential, within the same lecture I use different learning strategies that depend on the material being taught and the focus of the class.*



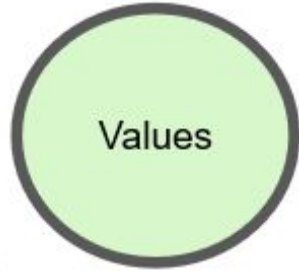
# DISCUSS: Evidence and Alignment

Join the **SAME** breakout room (eg. Engineering) and revisit the **SAME** statement, share/compare your notes with your peers, and discuss:

- Identify the evidence that aligns with the belief statement you identified in the previous discussion.
- How compelling is this evidence? As a reader, is the evidence concrete and specific? Does it help you see the person in action? What changes, if any, would you make?

*~10 minutes*

# On your own:



Recall the words/phase you shared in the chat about your belief

Identify a couple concrete evidences, examples that support your belief.

Jot them down.

# What is the current state of your teaching philosophy statement ?

Pasted annotated (from beginning of the workshop here)

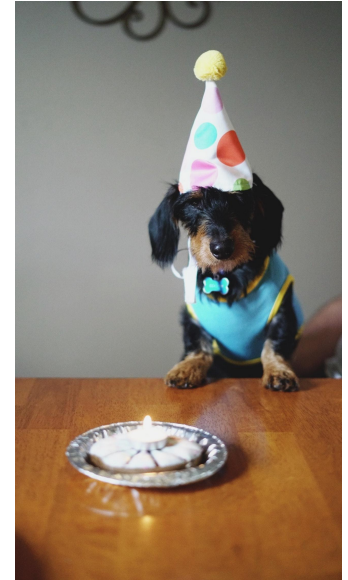
ISABEAU to wrap up

**I don't have one**



**I have a draft**

**Woohoo! I have a final  
(for now) version**



# Please contact your TDP consultant if you have questions about your teaching philosophy statement.

Workshop Facilitators: Judy Chan, Sue Hampton, Isabeau Iqbal

August 2021



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Any  
Questions

# **Show me the good stuff:**

Exploring teaching philosophy statements

Step 2: Sharing

Teaching Development Program

Learning Lounge

March 18, 2021

Facilitators: Judy Chan, Sue Hampton & Isabeau Iqbal



# Teaching Philosophy Statement

TDP Learning Lounge


March 18, 2021

1:00 - 2:00 pm

# What did you bring and what would you like to work on?

Use the annotation tool to put your name below

<b>Draft (or version of) TPS</b>	<b>My artifacts (syllabus/activities/assessment)</b>

A photograph of a brick-paved path that splits into two directions. The path is surrounded by green grass and various trees. A thought bubble is positioned in the upper right corner of the image, containing text. A white rounded rectangle is at the bottom center, also containing text.

If you brought your artifact, please join Judy in Room 1

If you brought a version of your TPS, please stay in the main room with Isabeau

## With your partner:

- What did you bring to share?
- Where are you at with your TPS?
- What feedback is most useful to you at this time?



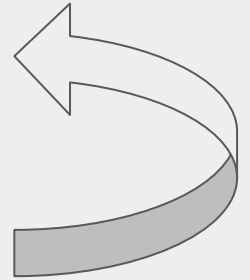


## Artifact Group (Judy):



**Beliefs** about  
teaching and student  
learning

**Evidence (your  
artifact)** of how you  
enact your beliefs



## Artifact Group (Judy):



We need to go back to the main room by 1:45 pm

### Prepare to share (5 min):

- Prepare to share your artifact (share screen)

### Reflect on one or all of these questions:

- What makes this artifact unique in your own teaching development?
- What motivated you to change/develop this artifact?
- How did the change/development intend to improve the learning of your students?
- How did this support/reflect your teaching belief?
- What is your belief?

We will then each share for ~3 minutes

## Peer Feedback (suggested process)

- What did you bring to share today? (ie, Revised draft? Previous version you haven't looked at for some time? other?)
- Where are you at with your TPS?
- Who is your audience?
- What feedback is most useful to you at this time?

Thank you and good luck!



# Resource:

The recording from February 1: link

A rubrics:

<http://www2.hawaii.edu/~jjudd/teachingphilosophy/teachingphilosophyrubric.htm>