

Teaching philosophy statements: Show me the good stuff

August 24, 2021

Facilitators: Judy Chan, Sue Hampton & Isabeau Iqbal

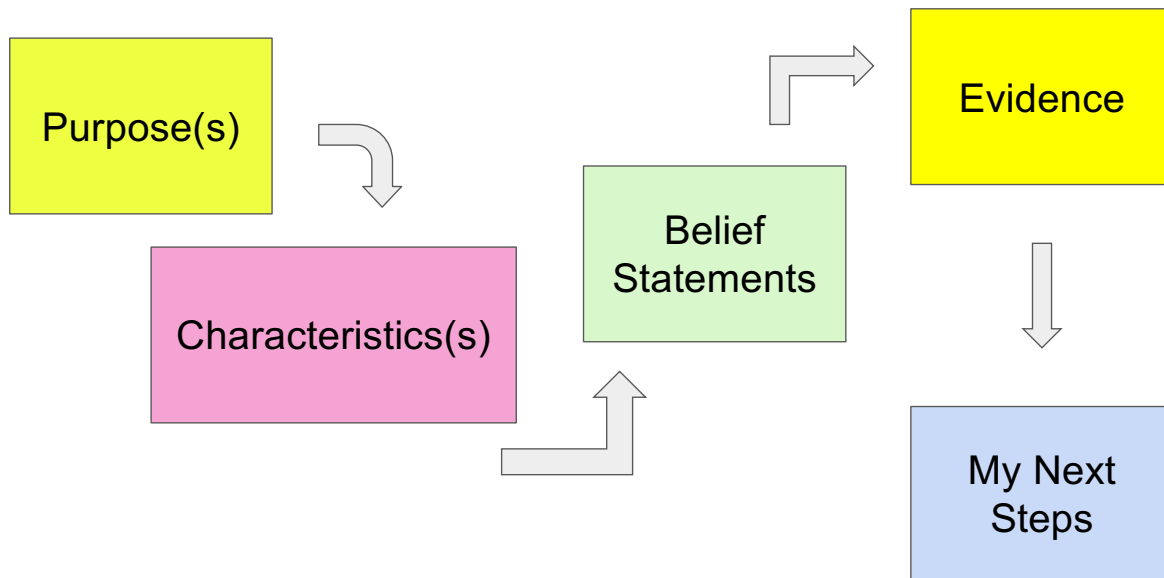
1

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

2

Agenda

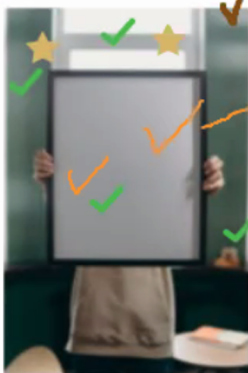


3

What is the current state of your teaching philosophy statement ?

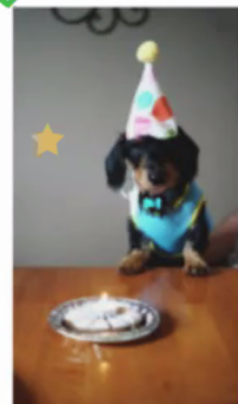
Please use the annotation feature to let us know which statement best describes your situation.

I don't have one

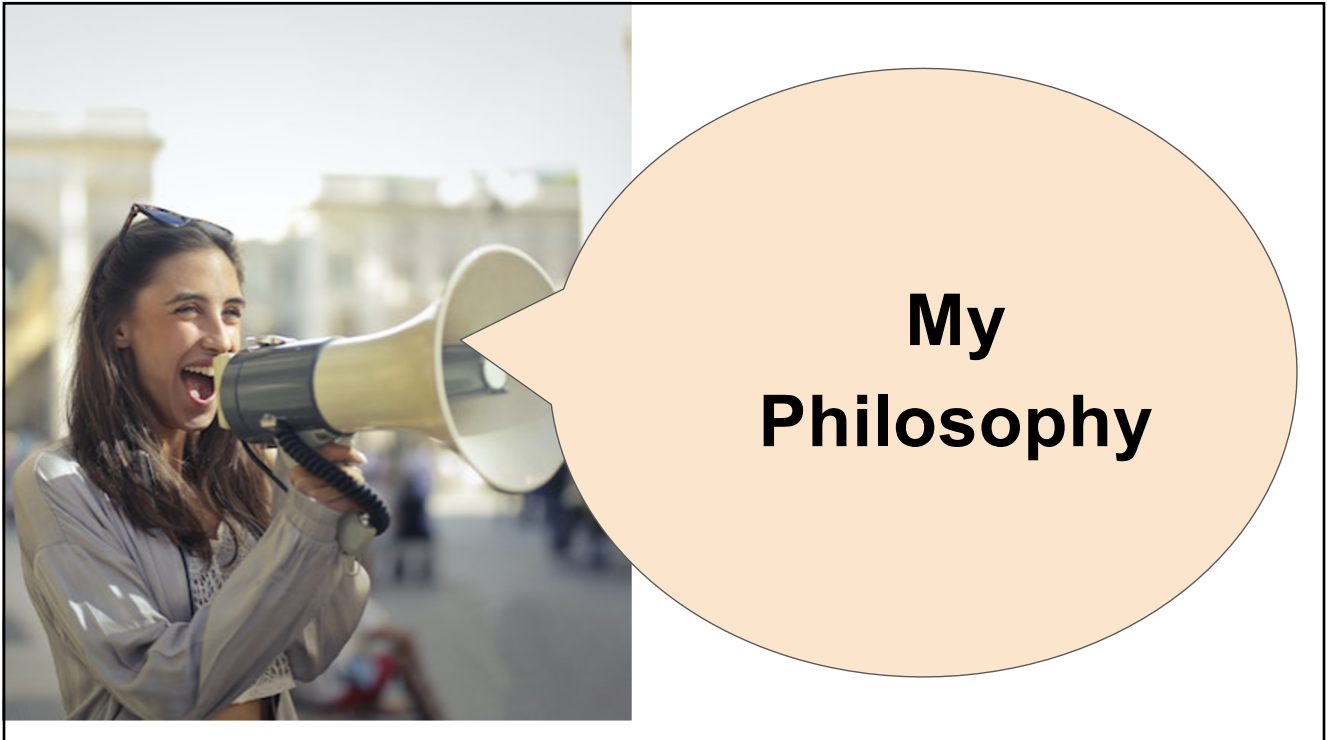


I have a draft

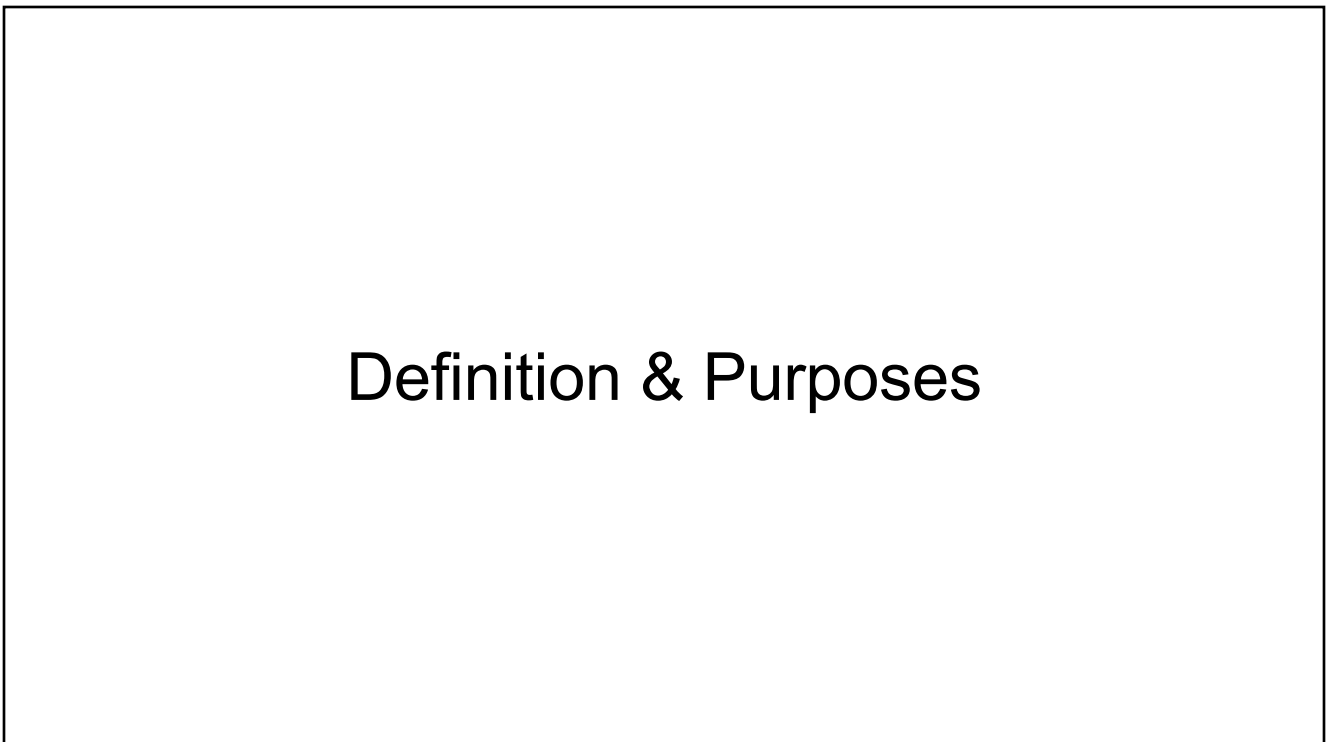
Woohoo! I have a final
(for now) version



4



5



6

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)

7



Image by Pexels from Pixabay

8

Purpose(s) of the TPS

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

9

Characteristics

10

The TPS can be...

- Stand-alone document
- Integrated into teaching portfolio

11

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.

12

I also expect...

Disciplinary Context



Scholarly References



13

Belief Statements

14

Belief statements communicate YOUR beliefs and ideas about...

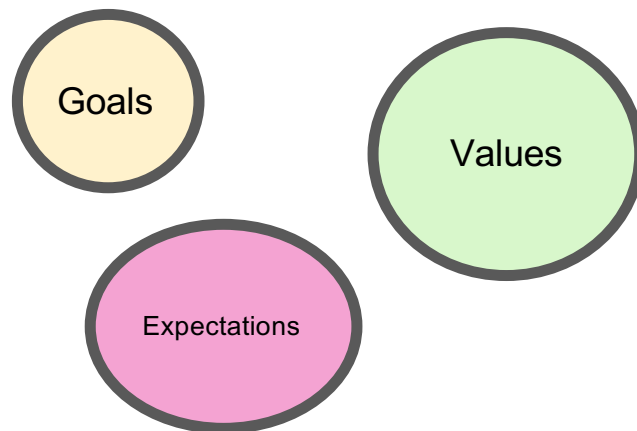
- Teaching
- Learning
- Knowledge

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.

15

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.

16

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)

17



18

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

19

DISCUSS: Beliefs in the TPS (Step 2)

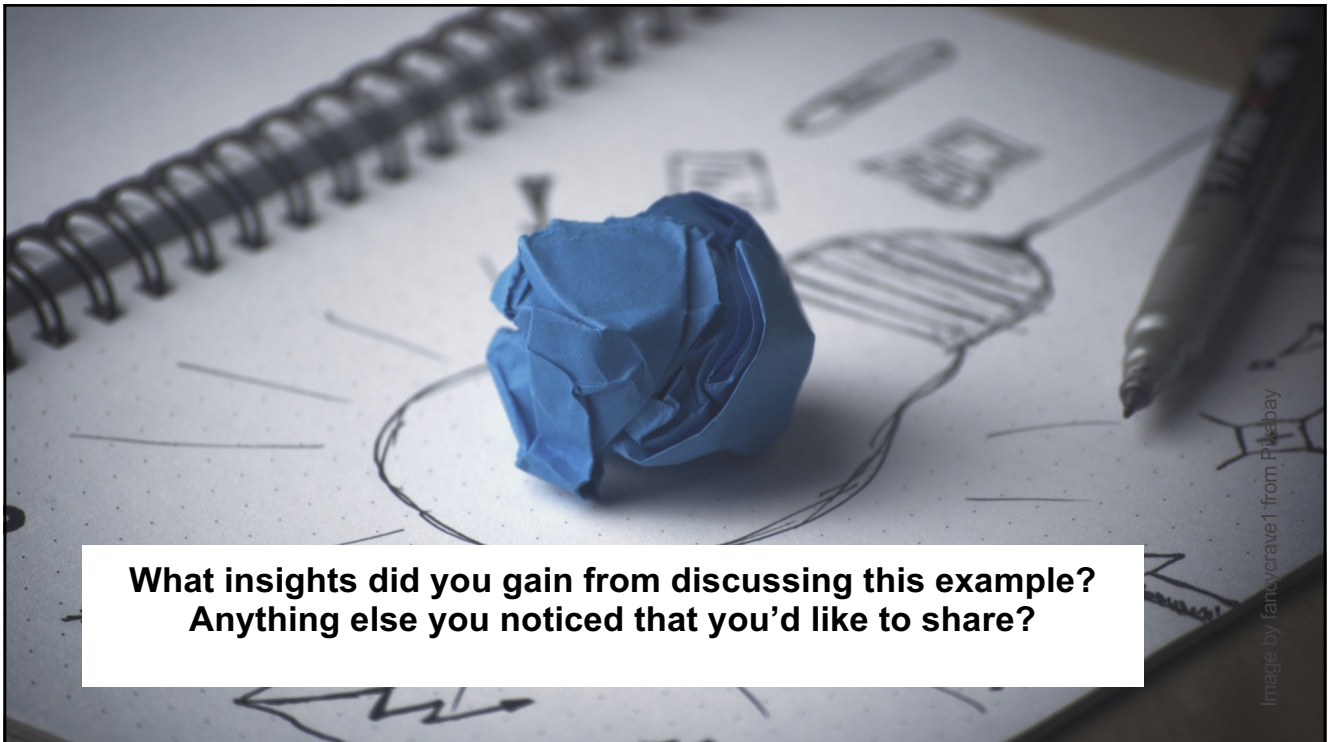
Join a breakout room (eg. Engineering), **3-4 people/room**. Introduce yourselves, then share/compare your notes with your peers, and discuss:

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

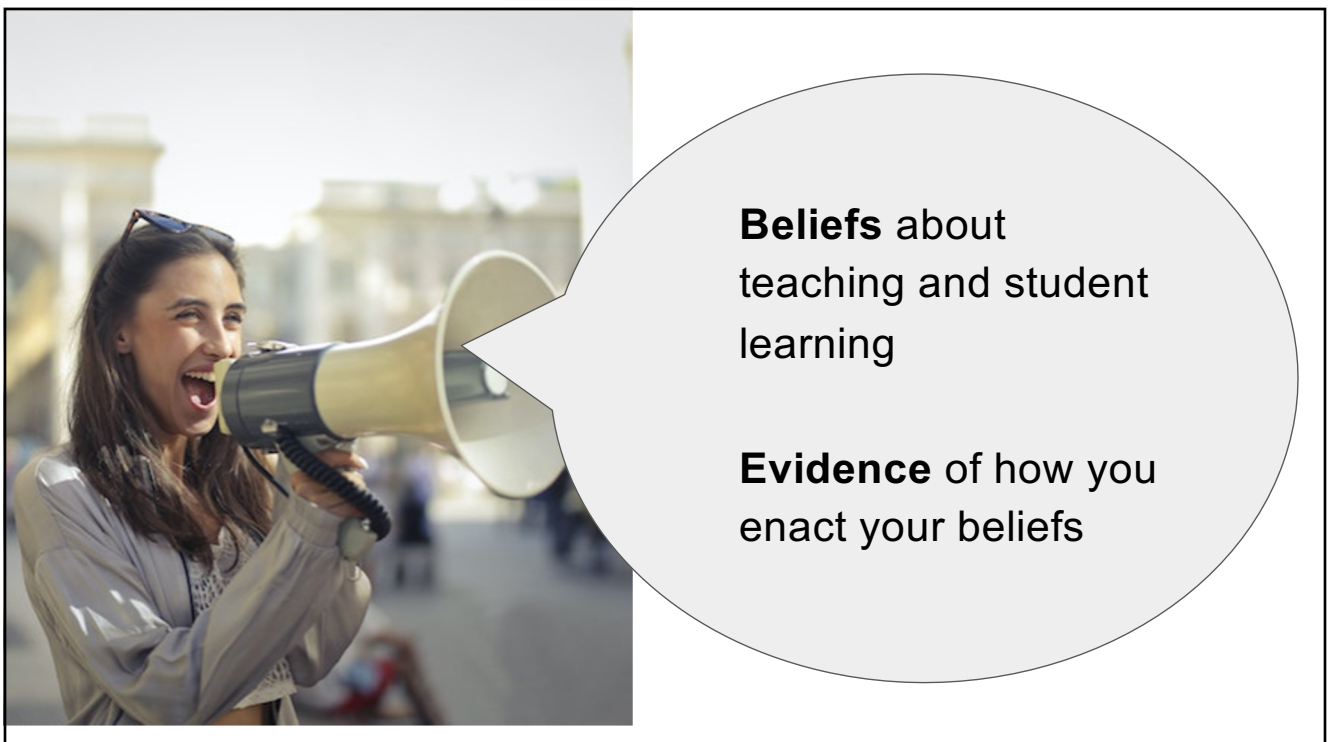
Remember the Breakout Room # you join.

~12 minutes

20



21



22

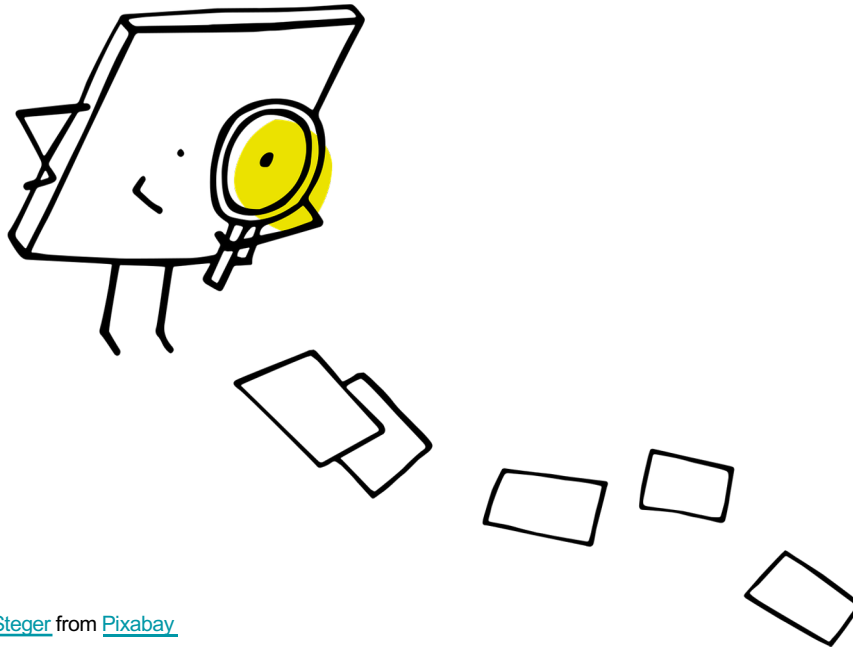


Image by [Manfred Steger](#) from [Pixabay](#)

23

Reed Ferber (excerpt)

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

24

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.*

25

DISCUSS: Evidence and Alignment

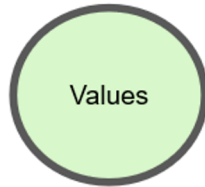
Join the **SAME** breakout room (eg. Engineering) and revisit the **SAME** statement, share/compare your notes with your peers, and discuss:

- 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

26

On your own, quiet writing, 2 minutes:



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.

27

Please contact us if you have questions about your teaching philosophy statement.

Workshop Facilitators: Judy Chan, Sue Hampton, Isabeau Iqbal

August 2021



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/). Please attribute the UBC Centre for Teaching, Learning and Technology (Vancouver)

28