

Acknowledgements

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Research Focus

Contributes new knowledge and practice-focused insights on how Teaching Philosophy Statements (TPS) are created, applied and contribute to HE professional contexts in Canada and Australia.

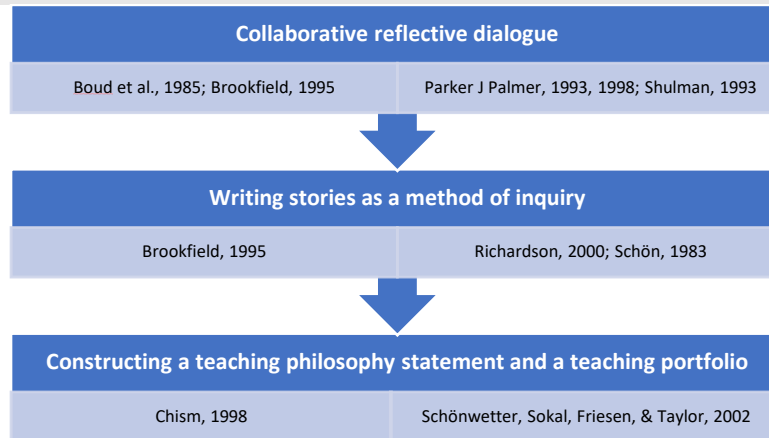
A teacher affects eternity; he can never tell where his influence stops” *Henry B. Adams 1838-1918.*

Abstract: *Teaching award winners in Canada (3M Recipients) and Australia/New Zealand (HERDSA Fellows) were interviewed and shared the value of their teaching philosophy statements over their careers. Highlights from this study will be interwoven with literature on teaching philosophy statements. Participants will have opportunities to learn from these experts' experiences, from the literature, as well as begin to create their own teaching philosophy statement narratives.*

- Learning Objectives
 - Activate
 - Identify the key components of a teaching philosophy statement.
 - Acquire/Apply
 - Create the beginnings of a narrative of a teaching philosophy statement.
 - Reflect:
 - Share your expected value of your TPS in conversations with others.
- Outline
 - Activate
 - Definitions
 - Importance
 - Components
 - Acquire
 - Models
 - Literature Review
 - Research Findings
 - Apply
 - Building the Foundation
 - Beginning your Narrative
 - Birthing the Living Document
 - Reflection and Summary

- Value Added

- **Activate: History of TPS**



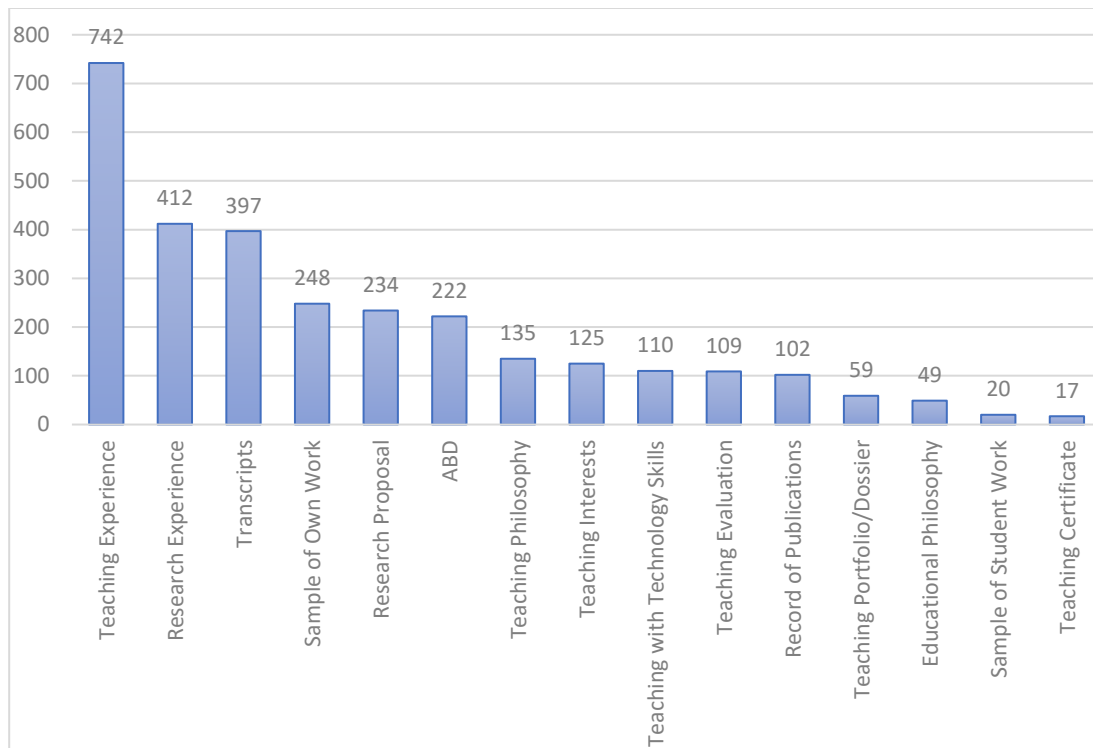
- **Activate: Definitions**

- “a systematic and critical rationale that focuses on the important components defining effective teaching and learning in a particular discipline and/or institutional context and is sensitive to contextual factors” (Schönwetter et al., 2002).
- A **narrative** of your beliefs, values, rationale and **insights** into teaching and learning (Ruge & Copeman, 2016).
- Description of how your **beliefs are enacted** in your teaching practice and influence your **students’ learning** (Ruge & Copeman, 2016)
- A personal document that reflects **who you are** as an individual in the higher education professional community (Ruge & Copeman, 2016).

- **Activate: Importance or Value – Requests by**

- Graduate students, Faculty, Administrators, Job advertisement/search requirements

- **Activate: Importance or Value – Frequency of Job Requirements** (Schönwetter et al., 2006)



- **Activate: Components**

Acquire: Models - Developing a TPS (Schönwetter et al., 2002)

Components of Teaching Philosophy	Dimension of Each Philosophy		
	Belief	Practice	Goals
Definition of Teaching			
Definition of Learning			
View of Learner & Student Development			
Student/Teacher Relationship			
Teaching Methods			
Impact of Learner			

- **Chism's Framework (1998)**
 - Conceptualization of learning
 - **How do I facilitate learning?**
 - Conceptualization of teaching
 - **Why do I teach the way I do?**
 - Goals for students
 - **Why these goals and aspirations?**

- Implementation of the philosophy
 - **How do these ideas form in your teaching & learning?**
- Professional and personal growth plan
 - **Planning for my own development as educator**
- **Acquire: Literature Review**
 - Academic Applicants Study (Perlman et al., 1996)
 - Lack of knowledge on teaching philosophy statements
 - Literature Review (Schönwetter et al, 2002)
 - No consistent organizational thread or outline
 - No consistent template for writers or evaluators
 - No consistent definition
 - Variety of components
- **Acquire: 2018 Interview with HERDSA Fellows and 3M Teaching Fellows**
 - Sample
 - Purposive sampling
 - 16 interviewees (9 HERDSA/7 3M)
 - Characteristics
 - Method:
 - in-depth interview conversations guided by key questions
 - Data analysis
 - Independent coding and theme identification
 - Review of codes & themes through collaborative conversations
 - Interviewee feedback
 - Differences between the HERDSA and 3M Fellows
 - Size
 - Program started
 - Selection process
- **Acquire: Research Findings**
 - TPS Development
 - **Journey:** Forever learning; knowing and articulating
 - **Motivation:** Applying for a job, award, promotion
 - **Writing process:** Blocking of time
 - TPS Value
 - **Personal:** Informed teaching, peer conversations, growth
 - **Institution:** Unit conversations, university support
 - **Strategies:** Templates, reviewing peers' TPS

TPS Development	TPS Value
Journey	Personal
Motivation	Institution (unit, university)
Writing process	Strategies

- **Q: How long have you been involved in teaching & learning, & when did you develop a TPS? (journey)**
 - [TPS] was definitely better the second time... you can say “**put it in clay**” it sits, **percolates**, and you have much more. Anytime you write a second draft from a first draft it is going to be better. (25 years)
 - “‘It’s very simple, really, you just say who you are, what you do, why you do it, and who benefits from it’? (1989, 2002)
 - “It has taken me quite a number of years to get to the point where I can more clearly articulate **what all this looks like from a student’s perspective**.” (20+ years)
- **TPS Development – Journey**
 - No formal TPS before job or award applications, faculty profile page
 - Dynamic over time – Even educators with decades of experience are revising TPS
 - Changes with experience and audience
- **Q: How did you come to write a TPS? (motivation)**
 - “Truthfully, probably **when I applied for the [3M Fellowship]**. I always had a philosophy, but I never would never write it down.”
 - “The **second one was for tenure and promotion**. I had to have a kind of teaching dossier of sorts.”
 - “From the first TPS that I wrote in 1997 I have had maybe **four rewritings**. It came at important moments in my career actually. I changed jobs and institutions... Then being part of the 3M Council, I then reviewed many files and was reading a lot of TP which makes me think about my own teaching philosophy.”
- **TPS Development – Motivation**
 - Extrinsic:
 - Awards
 - Promotion and tenure
 - Intrinsic over time:
 - “Writing a TP demands a lot of thinking and a lot of introspection and trying to capture vision and dynamics of your classrooms. It takes some time ... So the joy of putting words together, of re-reading it, is also a beautiful moment, that I keep for me.”
- **Q: Tell me about your experience with the writing process? How did that work?**
 - “It was just when TPS were starting to be used... to get a job you needed to have one. So, I just put something down at the time that reflected my work as a TA, as a graduate student.”
 - “I don’t think these things cut the same for everybody”

- [Of first TPS section]: “*Enhancing meaning in Mathematics through story*. Basically, arguing that **story is the way that lessons are learned in life** in general. And we need to bring those into mathematics.”
- **TPS Development – Writing Process**
 - Many do not have formal TPS supports in place
 - Informal conversations with colleagues, mentors
 - Reading colleagues’ TPS: informally or via awards/promotions committees
 - Finding templates or workshops
- **Q: What have been the outcomes and impacts of writing a TPS? (*personal*)**
 - “I really felt that it was encapsulating for me how I approach teaching in a way that **I never thought about before**. It kind of [made it concrete].”
 - “[In TPS workshop] I had a ‘light globe’ moment: “Ahh **it’s about student learning not my teaching!**” I had been teaching this way but I just hadn’t articulated it to myself – or others.
 - “I posted it on [UMLearn] along with my other materials. I **invited students to read it and I also had students do a learning philosophy**... so that they might understand how a philosophy is different from a skills assessment or work survey... **I use it quite a bit in teaching** [in the classroom].”
- **TPS Value – Personal**
 - Motivation turned from extrinsic (awards, jobs) to **intrinsic motivation** (passion for teaching)
 - Participate in colleague, university, international T&L discussions
 - Snapshots of personal and professional growth
- **Q: How were the institution, faculty, or colleagues engaged in your TPS? (*institution*)**
 - “I was a **lone ranger**.”
 - “There was **complete creativity and openness**, which opened the doors for me to consider deeper questions. Often in Mathematics departments, you’re given a curriculum that’s already set. And the teaching philosophies underline that curriculum aren’t really subject to question or even identified.”
 - “[TPS not used day-to-day, would like to see] as part of that annual review. Because most people only do teaching philosophies when they’re going for a teaching award... If we actually got them to do it annually where the teaching philosophy was actually part of that statement and then the practices actually had to be aligned... this is where the reflective practice can come in... **‘did my practices this year align with that?’**”
- **Q: What do you see as barriers or opportunities for TPS in your context? (*strategies*)**
 - It was very hard [writing first TPS], **it didn’t come as easily as I thought** it would... that’s part of the critical self-reflection. It’s a bit scary sometimes because **you really have to question yourself and dig deep into who you are and what you do** and what you stand for. And so it’s a little bit scary to really go in there and say, well, who am I? Why do I do the things I do and what do I do and how they will link. It took me a long time to get that rolling.”

- “One of the things we should be doing is **exposing people more to examples from other people...** if they only see one or two examples, then they will try to frame theirs around those... it's about exposing people to a variety of examples. Just so to get them to realize that teaching statements or teaching philosophy statements can be written in different ways. There isn't a formula for writing them, but on the other hand there has to be an underlying purpose.”

○ **TPS Value – Strategies**

- Share and discuss TPS with peers, mentors
- Read TPS examples (disciplines)
- Get involved in T&L community (local or online)
- Personal philosophies as base
 - Enhancing meaning in Mathematics through story
 - Imprinting through student engagement
 - Building meaning through student relationships

Apply: Building the Foundation (Schönwetter et al., 2002)

Components of Teaching Philosophy	Dimension of Each Philosophy		
	Belief	Practice	Goals
Definition of Teaching			
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Teaching Methods			
Impact of Learner			

- **Apply: Beginning your Narrative Sensitivity to Context**
 - What are some of the issues that we would need to be sensitive to in each of our particular contexts (i.e., language).
- **Apply: Beginning your Narrative - Fundamental Questions** (Goodyear & Allchi, 1998; McCormack & Kennelly, 2011; Schonell et al, 2016)

• What is the role of my teaching philosophy?	
• What is my motivation in teaching?	
• Under what opportunities & constraints do I learn and do others learn?	
• Outcomes I expect of my teaching?	
• What student-teacher relationship do I strive for?	
• How do I measure successful teaching?	
• What habits, attitudes, methods mark my successful teaching achievements?	
• What values do I wish to impart to students?	
• What code of ethics guides me?	

• What themes pervade my teaching?	
• Under what practical opportunities and constraints do I carry out my role?	
• Why is being a teacher important to you?	
• What personal values and experiences inform your teaching?	
• What do you believe about learning and teaching?	
• Why do you hold these beliefs?	
• How are these beliefs played out in your teaching context?	

• **Apply: Beginning your Narrative - Guiding Questions**

- ✓ An authentic response to fundamental questions?
- ✓ All components addressed?
- ✓ Contextually realistic and appropriate?
- ✓ Organized into a systematic presentation?
- ✓ Critical analysis of a range of information?
- ✓ Synthesis of a personal multi-dimensional philosophy?

• **Apply: Birthing the Living Document - ‘Called to journey’ (Lock, 2011)**

- I teach because I am called to journey.
- Each new course is an exciting opportunity: never before has that particular group of learners gathered together!
- It is ripe with possibilities, moments yet to be shared, frustrations yet to be facilitated, encouragement and hope yet to be given, successes yet to be celebrated, paths yet to be taken.
- It is an honor to walk with my students on their learning journeys, and to share in their developmental processes. They may not realize that they also walk with me. From them I gain a greater understanding about the different ways that learning occurs...
- I teach because I enjoy helping people learn and learn how to learn. I teach in my particular discipline because I love it and am passionate and excited about it, and because I believe in the positive contributions it makes to everyday life ...

• **Apply: Birthing the Living Document - ‘Planting a seed of enquiry’ (Coupal, 2011)**

- I teach because I believe I have something to give away to my students that will enlighten them, opening their eyes, hearts and minds to things they might otherwise miss.
- By my planting a seed of enquiry and knowledge, they can explore and learn what gives them satisfaction, joy and accomplishment.
- By experiencing new areas of knowledge and discovering for themselves, they can build their world and become wise about what gives them happiness.

- Expanding the horizons of my students allows them the freedom to choose what they enjoy in life and to make that a lifelong pursuit...
- **Apply: Birthing the Living Document - Metaphor or Critical Incidence**
 - What metaphor would best illustrate and/or define teaching for you?

Or

- What critical incidence most profoundly influenced you and has led to your desire to teach?
- Which example(s) from your teaching experience can illustrate your metaphor/critical incidence?
- In what way(s) does this metaphor/critical incidence guide your teaching?

Go over your free writing pieces from today and spend 5 minutes ordering it as your first TPS draft

- **Apply: Birthing the Living Document - Free Writing and Reflection**

- Choose one TPS framework that resonate with you, and ‘free write’ against 2 or 3 aspects (5 minutes)
- Reflect, review and revise to include comments on ‘your values’ and ‘your practice’ (5 minutes)
- Share your writing in a small group and offer a reflective and supportive comment or question
- “*Your writing makes me think about ...*”,
- “Could you please clarify what you mean by...”
- “I liked the way you... How does that work out in your teaching practice ?”

- **Reflect and share: Value Added**

- Research philosophy statement (PS)
- Administration PS
- Clinical PS
- Service PS

- **Summary**

- Take time to **reflect** on why you teach
- **Share** with students and colleagues
- Foundation of your Teaching Dossier/Portfolio
- Allow it to **grow** as you continue to develop personally and professionally
- Takes a community to raise a...teaching philosophy statement.

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- Examples of Discipline-specific TPS: <https://ctl.yale.edu/sites/default/files/basic-page-supplementary-materials-files/sampleteachingstatements.pdf>

Additional Resources:

**Statements of Teaching Philosophy
Feedback Form**

1. What does this instructor value in the teaching and learning process?

2. What beliefs does this instructor have about student learning?

3. What goals does this instructor have for student learning in the discipline?

4. What metaphor would you use to describe this teacher? What evidence is there to support your choice?

5. What relationship do you think this teacher has to his or her students? How can you tell that?

6. What teaching methods would you expect to find in this instructor's classroom?

7. Would you want to take a class from this teacher? Why or why not?

8. Are there other things you would like to know about this teacher that are not reflected in this statement?

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Model for Developing a Teaching Philosophy (Used with permission from Pam Wener, Ph.D. 2007)

Components of Teaching Philosophy	Dimension of Each Philosophy		
	Belief	Practice	Goals
Definition of Teaching	Connection to OT	I teach using student-centred practice	To enable students to find meaning in their learning
	Must be considered in the context of the variety of learning styles and preferences	I consider the learning styles, preferences, context of the students in all learning	To increase the quality of my teaching via increased consideration of students' learning styles and preferences
Definition of Learning	Integral and central to the practice of OT	I teach students to learn and they learn to learn and they learn to teach	To teach students how to teach and learn
	Strong connection between teaching and learning	I make the connection between teaching and learning explicit	To empower students to make the teaching and learning experience personal
View of Learner & Student Development	Students want to reach their highest level of learning and want to become independent learners	I teach using a developmental philosophy e.g. from simple to complex	To enable students to feel a sense of mastery at each level.
	Students learn best when they are immersed in the material that they find meaningful	I optimize the number of options and choices of learning opportunities available	To facilitate increased learning by better matching the teaching and learning experience to the students learning preferences and learning needs

	Students in professional schools need to develop a sense of professionalism while in school	I role model professional responsibility while treating all students as “soon-to be” professionals	To facilitate students to develop a sense of professional responsibility while in school
Student/Teacher Relationship	The relationship is critical to the learning. Ideally, students and teacher get to know one another	It is my role to make the connection with each student	To create a learning environment enable students to reach the highest level of learning possible
	It is best for students to get to know the instructor	I share stories that may illuminate learning issues. I share personally about me and who I am.	To enable students to observe and participate in sharing of life and learning experiences To initiate a collegial relationship
	The relationship between Occupational Therapy Teacher and Occupational Therapy Student has	I treat the students as junior colleagues from the first day of class leading to a true collegial relationship when they graduate	To instill a sense of professionalism and professional responsibility for their learning from the beginning.

Components of Teaching Philosophy	Dimension of Each Philosophy		
	Belief	Practice	Goals
Teaching Methods	A variety of teaching methods best meets the needs of all students.	I use a wide variety of teaching methods such as: small group teaching, seminar discussions, lecture, practice and role play sessions, video, reflection exercises and presentations	To enable all students to gain information from the class regardless of their learning strengths or preferences or developmental stage of learning
	Graduate students and their instructor work in partnership to ensure that students have their learning needs met	I provide opportunities for students to identify their learning issues and to develop a plan for how to attain their learning goals I make myself available to students for individual consultation	To enable students to begin the process of becoming life long learners

Impact of Learner	Students are able and capable to provide teachers with quality evaluations of their learning experience	I attempt to ensure that I receive course and instructor evaluations	To improve my teaching, thus improving the learning experience for students
	Students evaluations a valuable resource for feedback and for the improvement of teaching	I review all course and instructor evaluations provided to me	To enable me to make improvements in my teaching based on the feedback provided by students
	Reflecting on the students' evaluations and comments regarding their learning experiences is valuable	Upon review of the student evaluations I undertake a period of reflection to better integrate students' comments regarding their learning experiences	To improve my ability to integrate and synthesize the students' perspective of their learning experience into my teaching
	Implementing changes to teaching based on students' feedback will improve the student learning experience for future students	Students' feedback is used to improve course development, course instruction, and course implementation	To enable me to make improvements in my teaching based on the feedback provided by students

Philosophy of Teaching – (Wener ©2007 used with permission)

The underpinning of my love of teaching is my love of learning. According to Shepard and Jensen (2002) the separation between teaching and learning is artificial. Therefore, in considering how I conceive of teaching I first reflected on my concept of learning. When I ponder the concept and process of learning, several terms come to mind: life-long in nature, developmental in process and facilitative of new or revised thinking. I see learning as a life-long adventure, with many paths and crossroads. Each junction I come upon offers unique challenges and opportunities. I believe that teaching and learning is a partnership that needs to be both nurturing and engaging. Through this interactive partnership I attempt to make learning meaningful and empowering for all students. Teaching students to reflect on their experiences, as well as to think critically about their experiences, are two key components to developing life-long learners.

When teaching has meaning for the teacher, the occupational performance (the action) of teaching and seeing the transactional results of teaching in your students is the flame of passion, a passion that is both sated and strengthened at the same time. It validates and increases the desire to do it again and to do it better he next time in a journey of discovery.

This sustaining cycle is fuelled by practicing the art and science of teaching and can be tremendously soul-satisfying for the practitioner. We need to attend to these cycles in both teacher and learner so that life-long learning is fostered meaning is exemplified and passion's embers are reignited and sustained (Sladyk, 2002, p.5).

One of my thoughts about teaching is its connection to the practice of occupational therapy. It is often said that

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the ability to teach, is integral to the practice of occupational therapy (Hagedorn, 2000). As such, the core concepts of occupational therapy are the foundation upon which I have built my teaching philosophy. These concepts include: the importance of the person in their many environments, performing meaningful occupations, and that meaningful occupations is central to the health and well-being of a person. It is pivotal to my teaching philosophy that students are engaged and find meaning in all they are learning. Balancing of the individual learning needs, styles and preferences as well as the group learning needs, styles, and preferences are key components to my teaching framework. Becoming well versed in a number of teaching strategies allows me to comfortably and confidently encourage students to make choices about their learning needs that match their learning preferences and styles of learning.

Exploring the link between occupational therapy and my teaching philosophy a further, I believe the continuum of student-centredness is fundamental to my teaching, just as client-centredness is essential to my clinical work as an occupational therapist. Teaching is a process that facilitates the students' development while fostering independence.

Therefore, teaching needs to progress along developmental lines, progressing from concrete to more abstract, from simple to the more complex, and more teacher-directed styles of teaching to more student directed styles of learning. Teaching using a developmental model encourages students to gain a sense of mastery at each step which promotes the strengths of students and motivates them to seek the next learning challenge with confidence.

As an educator, within a professional school, I integrate my educator role with my role as a senior colleague. The students, with whom I work, are my "soon-to-be" colleagues the moment they begin their education at the School of Medical Rehabilitation. Keeping the collegial relationship in mind, I facilitate the learning that is overt but I also facilitate a process of professional development that is often less recognizable. To accomplish this goal I use techniques of role modeling, mentorship and volunteerism as my methods for sharing what it means to be an Occupational Therapist. Through partnership with the community and professional organizations I demonstrate a strong commitment to the profession and look for opportunities for students to become involved with me, in these activities.

I believe that I, and many students, learn best when there is a connection between the instructor, the student, and the material being taught. For me, this connection is the practice of occupational therapy, as well as, the personal connection of student and educator. Often, the connection to the material and the instructor occur through the process of the telling meaningful clinical stories and/or by together, in partnership, doing an activity or task. Using anecdotal stories typically increases students comfort as they recognize the instructor is more similar to themselves, or similar to the professional they wish to become. In addition to the professional connection, there needs to be a connection between the teacher and learner where by, the students sense that the instructor is there, alongside the learner, ready to provide guidance when needed, but satisfied to remain on the side.

The backdrop to all teaching and learning is mutual respect and reciprocity between the teacher and student. Over the past 26 years, students have shared many of their thoughts with me, which has served to enrich my teaching and my life. I consider the students' feedback and evaluation to be a valuable resource to promote my growth, as both an occupational therapist and an educator. I believe that it is a privilege to have a teaching role in the development of Occupational Therapists. Thus, I attempt to cherish this role and the opportunities it affords me for my personal learning and the chance to contribute to the profession of Occupational Therapy and the University of Manitoba.

Teaching Philosophy Statement – Dieter Schönwetter used with permission 2015

“People don't care how much you know unless they know how much you care.” source unknown

Effective teaching is a complex multifaceted behaviour and a teaching philosophy statement is best understood by describing the various dimensions of effective teaching and viewing each in terms of beliefs, actions, and goals (Schönwetter, Sokal, Friesen, & Taylor, 2002). The dimensions include a definition of teaching, a definition of learning, a view of the learner, goals and expectations of the student/teacher relationship, teaching methods and evaluations, and the teaching context.

Teaching involves a state of being; the expression of truth through wisdom, based on knowledge and experience; a sensitivity to the needs of the students; a set of behaviours known to impact learning; and above all, a desire to life-long learning. First, as a state of being, it requires confidence with my role as a teacher and a sense of mastery of the content area that I teach (Palmer, 1998). As such, I am constantly refining my teaching skills through feedback from students (my students include dental hygiene, dentistry, graduate students, instructors, faculty developers, and administrators) on my teaching, through sharing of teaching ideas with colleagues (i.e., other faculty developers) and through professional development conferences on innovative teaching strategies such as ADEA and POD. It also requires honesty to teach from my strengths, the integrity to know my limitations as a teacher and an expert of the information entrusted to me, and the freedom to invite the expertise of others; and an open-mindedness to the new information that I have yet to learn. This translates into a vulnerability in being open with the students when the answer is not known, inviting experts to provide the information, and to a willingness and desire to find and/or learn the answer. Second, teaching requires a sensitivity of the learning needs of those entrusted to me as a teacher. Teaching becomes an active enterprise, constantly evolving as one attempts to meet the various needs students bring (i.e., learning styles, learning challenges, learning desires, need to master the content area). Once the needs are known, teaching can be directed at moving students beyond their current

level of mastery to newer, higher levels of knowledge and experience. Third, effective teaching can be defined by a set of behaviours known to directly impact student learning (Feldman, 1997). Some of the most influential include organization, student rapport, and expressiveness (Marsh & Dunkin, 1997; Schönwetter, Clifton, & Perry, 2002), behaviours that I consciously work at to improve and behaviours that my students evaluate as improving. Fourth, effective teaching also involves a desire to continue learning often expressed through my high energy or interest of content material presented. My enthusiasm for learning the content material may vicariously transfer to the student in the form of increased motivation, an enjoyment of the lesson, more positive affects, a greater desire to learn, and greater exploratory behaviour (Murray, 1997).

I view learning as the empowering of the student in an area of expertise. I provide students with opportunities for challenge and mastery in skills that they perceive as valuable and relevant, and that can be accomplished through their own efforts and thereby, engage a sense of competence (Ames & Archer, 1998; Bandura, 1986; Inman & Pascarella, 1998). Without autonomy, a student only learns to be a competent pawn (deCharms, 1976). Student in my classes are invited to experience the expertise and to gain control over the content material. This is best accomplished by building on students pre-existing knowledge and making connections to their past experiences (McKeachie, Pintrich, Lin, & Smith, 1987). Success of learning is also enhanced by inviting students (e.g., participants in a professional development workshop) to actively participate in the teaching-learning process. No longer is the lecture method desirable, but rather active participation in discussions, in hands-on demonstrations, and in the teaching of the material to each other, whether through formal presentations or in collaborative exercises. Thus, my view of learning is best defined by a mastery orientation, where a student is constantly working toward mastery of the course material and provided with opportunities to succeed.

The student-teacher relationship is consists of mutual respect, trust, a partnership in the teaching and learning process, and a desire to learn from each other. In order to receive respect from students, I show respect through learning and addressing them by name, by valuing each as a person with desires to learn, and by providing them with a safe learning environment. Trust is something that is created over repeated demonstrations of a commitment to meet their learning needs. I also have an “open-door” policy, so that students can approach me at most times during the day or at virtual times through email. Students are invited in the process of teaching and learning from each other, given that many of their experiences may be relevant to the learning of new material and when used appropriately, will enhance the learning of all. As the teacher, I guide, coach, and facilitate the learning enterprise of students.

Before I begin teaching, I need a sensitivity of the students’ learning needs: students’ prior knowledge of content material, students’ learning challenges, students’ learning styles, and students’ learning expectations. I begin with various pre-testing methods that attempt to uncover what the student knows prior to coming to the class, workshop, or consultation session. This knowledge is crucial in teaching at a level that does not overwhelm, nor bore the students, but rather challenges them beyond their current understanding of the material. An effective teacher is also sensitive to the learning challenges of students in the class, and wherever possible, accommodating the needs of students with these challenges, whether through compensatory teaching methods or in partnership with the experts at the Student Disability Services centre. Given that learners (and teachers) have different learning styles (Elshorbagy & Schönwetter, 2001; Kolb, 1984), it is imperative that my teaching methods incorporate these differences. A typical presentation will balance between content appropriate visuals (i.e., charts, figures, and cartoons), auditory stimuli (i.e., lecture, music, sound effects), written material (i.e., handouts, overhead presentations), and kinesthetic tasks (i.e., hands-on demonstrations). Moreover I also use personal stories, examples, current world events, and pop culture (i.e., music, music videos, and clips from current movies) to further illustrate the material being presented. I also engage students in active learning by inviting them to participate in group activities, debates, discussions, and email exchanges. These are just some of the many ways that define my teaching methods.

The evaluation of learning is classroom research (Cross, 1990) that provides basis for grades, motivates students to learn, and evaluates my teaching. The evaluation process guides me in determining the extent that students have mastered the content material and whether they have achieved the learning objectives of the course as specified in the course syllabus or the learning objectives listed as part of a workshop. Given the various strengths that students represent, I try to find ways to provide fair and equitable methods of testing by having marked assignments that reflect various forms of thinking (Bloom, 1956): multiple choice, short answer, and essay responses. Moreover, the evaluation of student learning is viewed as another process that encourages learning. Students are provided with feedback that is solicited, clear, direct and

specific, factual and accurate, appropriately timed, given with care and respect, directed at improvement, support for learning, rounded and balanced (Piccinin, 1995). When I provide feedback, I try to communicate positives first, focus on practices that can be changed, separate negative and positive comments, limit quantity of negative comments, include specific suggestions for improvement and provide a tone that is overall supportive (Piccinin, 1995). Evaluation of student learning also reflects my effectiveness as a teacher in providing students with mastery in the content area. When I find that assignment items are not attended to as I initially expected, I take steps to find out how my teaching may have influenced the outcome, and focus on rectifying my teaching of the content material to improve students' learning. Moreover, in more formal teaching assignments, such as full day workshops, I engage in active teaching evaluations during my teaching through one-minute papers (see Appendix 1.1a One Minute Paper Example), to determine what questions students have as a result of the material being taught, what they have learned during the class, and how they would teach the class differently. These questions further guide my teaching efforts.

For me, the context of teaching is unlimited. I see the teaching context encompassing the range of one-to-one individualized mentorship, such as the supervision of a graduate student to the mass training of many students in large classes, to webinars taught online with students represented around the globe. It occurs both formally through teaching of courses and workshop presentations and informally through unplanned, yet significant life events; it is intentional through well-prepared teaching plans and yet unintentional as it transpires through a significant teachable moment. Teaching is not limited to the classroom. It happens in the home as I engage my children in a new life skill; it occurs in the church as I role-model my lifestyle to others; it comes about as I lead a group of youth on a canoeing trip; it transpires in the classroom, as I engage in learning with my students; it ensues as I mentor my graduate students in an area of research interest; it occurs during formal and informal exchanges with new and seasoned faculty interested in enhancing their teaching skills; it arises in the consultations with other faculty members who are concerned about finding new ways to overcome their teaching challenges; it takes place in the workshop setting as I facilitate sharing of information with participants; it occurs in the exchange of ideas among coauthors as we struggle to make sense of our research findings. In each of the scenarios listed above, the context of learning is any place where students and the teacher find a safe learning environment; a place where ideas, thoughts, and feelings can be expressed with the assurance of not being exposed or humiliated; where the learner is valued for his or her contributions; and where ideas can be exchanged with one another to advance the understanding of those involved.

The investment of teaching others is dynamic and incredibly rewarding: students are inspired to study an area given the enthusiasm a teacher has for the content area; new faculty returning to share their academic accomplishments; new and seasoned faculty winning teaching awards and landing tenure-track positions either as a direct or indirect result of my guidance; instructors reporting that newly acquired teaching techniques work; research colleagues being rewarded with presentations, publications, and grants; and above all, and most rewarding is the opportunity to learn from students, whether during the exchanges in the learning context or later in life, when you are invited to participate as a student in their classes. Investing in the lives of others is a rewarding enterprise; the dividends are dynamic!

What follows is a detailed description of my various teaching activities that manifest my teaching philosophy.

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Rubric for Evaluating Teaching Philosophy Statements (Schönwetter©2008)

Components	Ratings
Definitions of Teaching and Learning	<u>Expert</u> : The writer clearly and personally defines and discusses the terms <u>teaching</u> and <u>learning</u> and their relationship, while grounding the discussion within an extensive knowledge of the literature. Extensive and appropriate examples, and reflection on experiences with others are discussed.
	<u>Intermediate</u> : The writer defines and discusses the terms <u>teaching</u> and <u>learning</u> and their relationship, while grounding the discussion within some knowledge of the literature. Some appropriate examples and reflection on experiences with others are discussed.
	<u>Novice</u> : The writer fails to define nor discuss the terms <u>teaching</u> and <u>learning</u> and their relationship, and/or does not ground the discussion within knowledge of the literature. The examples and reflection on experiences with others are inappropriate or missing.
View of the Learner	<u>Expert</u> : The writer clearly articulates his or her view of the learner within the classroom or other learning environment, and grounds this view within an extensive knowledge of the literature. The writer demonstrates Expert understanding of the learners' characteristics and their influence on his or her success in the learning environment.
	<u>Intermediate</u> : The writer articulates his or her view of the learner within the classroom or other learning environment, and grounds this view within some knowledge of the literature. The writer demonstrates some understanding of the learners' characteristics and their influence on his or her success in the learning environment.
	<u>Novice</u> : The writer fails to articulate his or her view of the learner within the classroom or other learning environment, and/or grounds this view within little or no knowledge of the literature. The writer demonstrates little understanding of

	the learners' characteristics and their influence on his or her success in the learning environment.
Goals and Expectations of the Student/Teacher Relationship	<u>Expert</u> : The discussion of this relationship is congruent with the writer's definitions of teaching and learning and with his or her view of the learner. Grounded in an extensive knowledge of the literature, examples and reflections strongly illustrate both the nature of the student/teacher interactions as well as the identified critical elements of the relationship.
	<u>Intermediate</u> : The discussion of this relationship shows some congruence with the writer's definitions of teaching and learning and with his or her view of the learner. Grounded in some knowledge of the literature, examples and reflections illustrate either or both the nature of the student/teacher interactions and the identified critical elements of the relationship.
	<u>Novice</u> : The discussion of this relationship shows little congruence with the writer's definitions of teaching and learning and with his or her view of the learner. Grounded in little or no knowledge of the literature, examples and reflections illustrate neither the nature of the student/teacher interactions nor or the critical elements of the relationship.
Teaching Methods and Evaluation	<u>Expert</u> : Grounded within an extensive knowledge of the literature as well as discipline-specific expectations and learner characteristics, the writer clearly demonstrates evidence of his or her Expert ability to use a wide variety of teaching and assessment strategies. Selection of specific strategies are congruent with the writer's definitions of teaching and learning, views of the learner and understanding of the student/teacher relationship.
	<u>Intermediate</u> : Grounded within some knowledge of the literature as well as discipline-specific expectations and learner characteristics, the writer demonstrates evidence of his or her ability to use a variety of teaching and assessment strategies. Selection of specific strategies are somewhat congruent with the writer's definitions of teaching and learning, views of the learner and understanding of the student/teacher relationship.
	<u>Novice</u> : Grounded within little or no knowledge of the literature and with little evidence of consideration for discipline-specific expectations and learner characteristics, the writer fails to demonstrate evidence of his or her ability to use a variety of teaching and assessment strategies. Selection of specific strategies are incongruent with the writer's definitions of teaching and learning, views of the learner and understanding of the student/teacher relationship.
Personal Context of Teaching	<u>Expert</u> : Through use of discipline appropriate language, the writer clearly illustrates both an extensive knowledge of a specific institutional climate and articulates how his or her teaching fits into that setting. These considerations are evident in all other components of the TPS. The statement reflects an appropriate balance of personal vs. institutional goals and style.
	<u>Intermediate</u> : Through use of some discipline appropriate language, the writer illustrates both his or her knowledge of general institutional climates and articulates how his or her teaching fits into these types of settings. These considerations are evident in some of the components of the TPS. The statement reflects some balance of personal vs. institutional goals and style.
	<u>Novice</u> : With little use of discipline appropriate language, the writer illustrates Novice knowledge of general or specific institutional climates and fails to articulates how his or her teaching fits into these types of settings. Consideration of the context of teaching is not evident in many components of the TPS. The statement does not address any balance of personal vs. institutional goals and style.
Organization	<u>Expert</u> : The writer has framed the TPS within a highly illustrative metaphor or critical incident that demonstrates many links to the various components of the teaching philosophy statement. For each component of the model, the writer presents a congruent progression throughout beliefs, practice, and goal dimensions. In addition, the writer provides congruence between components of the model. Critical and reflective thinking as well as specific examples are in evidence in the writer's articulation of his or her beliefs, actions and goals.
	<u>Intermediate</u> : The writer has framed the TPS within a metaphor or critical incident that demonstrates some links to the various components of the teaching philosophy statement. For some components of the model, the writer presents a congruent progression throughout beliefs, practice, and goal dimensions. In addition, the writer provides congruence

	<p>between some components of the model. Reflection as well as some examples are in evidence in the writer's articulation of his or her beliefs, actions and goals.</p> <p><u>Novice</u>: The writer has not framed the TPS within a metaphor or critical incident that demonstrates links to the various components of the teaching philosophy statement. For many components of the model, the writer fails to present a congruent progression throughout beliefs, practice, and goal dimensions. In addition, the writer fails to provide congruence between some components of the model. Reflection as well as examples are lacking in the writer's articulation of his or her beliefs, actions and goals.</p>
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