**Monday, November 13: Representing Teaching**

**Homework**

The [OSU page](http://ucat.osu.edu/read/teaching-portfolio) for graduate instructors regarding Teaching Portfolios (skim)

*Lore: an e-Journal for Teachers* [here](http://bedfordstmartins.com/Catalog/static/bsm/lore/strategies/index.htm): Brightwell, Gott, McGovern, Wittman.

The [OSU Page](http://ucat.osu.edu/read/teaching-portfolio/philosophy) for writing a Teaching Philosophy Statement

[The Dreaded Teaching Statement](http://theprofessorisin.com/2011/09/16/thedreadedteachingstatement/) blog post

[The Weepy Teaching Statement](http://theprofessorisin.com/2013/01/18/the-weepy-teaching-statement-just-say-no/) blog post

Lang, [4 Steps to a Memorable Teaching Philosophy](http://chronicle.com/article/4-steps-to-a-memorable/124199)

*Learning Goals*

* *Discuss the rhetorical situation in which one would need to represent one’s own teaching to external reviewers (what/when/why/how/to whom)*
* *Understand potential pitfalls in this representation*
* *Talk about what makes a good teaching statement*

**Discussion Plan**

**In groups: rhetorical situation of the *Teaching Philosophy* genre (~5 minutes)**

**Write answers (on board)**

Speaker – who you are/presenting yourself to be

Exigence - why writing this (job, tenure, pre-tenure, grant, award, class)

Audience/Context – search committee (university), organization, professor

Medium – paper, digital portfolio, other options?

Purpose – Conception, description, justification; summary/reflection

**In groups: write list of Dos/Don’ts/Dunnos from readings (~10 minutes)**

**Create compiled list (on board)**

***If time, ask for major Takeaway (anything clarified?)***

**GROUP ONE**

*OSU Teaching Portfolios* – course/professional/teaching portfolios, formative v summative

Structured, representative, selective

Balance between summary and reflection

Living document, inclusion in job application process

Contents: philosophy, context, artifacts, effectiveness, awards, professional devel

*OSU Writing Teaching Philosophy* – conception, description, justification

Demonstrate reflection, communicate goals, tie together portfolio

Purposes: personal, pedagogical, goals

Short, avoid jargon, help visualize, unique/memorable, “own” it (specificity)

Guidance – Chism, Goodyear/Allchin, reflection tools, metaphors

*Lang, 4 Steps to a Memorable Teaching Philosophy*

All the same (won’t hurt, but won’t help)

Start with the end (precise skills they take away)

Make distinctions between types of courses and goals

Be specific/precise

Cite sources (both written and mentored)

**GROUP TWO** (LORE)

Brightwell - Distinguishing Ourselves: Thoughts from the Far Side of the Teaching Philosophy

What interested *her* in her teaching

Concrete specifics

Not about what we think good teaching is, but rather how we actually teach

Verbal benefits

Gott - My Ever-Evolving Philosophy of Teaching

Ask advice

Phil always changing (and so document is too)

Consider needs of school balance with accurate representation

Brevity

Balance of practical and theoretical (refer to theorists)

McGovern - Drafting a Teaching Philosophy Statement: Handling a Juggling Act

Look at examples, peer review

Too much to cover in one short philosophy

Table: goals/meeting the goals

Be yourself – fit is important

Wittman - From Theory to Practice to Description: Writing the Teaching Philosophy

Try not to repeat from other documents

Look for themes among the jobs applying for

Exchangeable paragraphs

Discipline language versus unique ways of expressing (scholars)

Use varied in interviews, used as jumping off point to ask about adaptation

Helped clarify/articulate

Share with others, get feedback

**GROUP THREE** (PROFESSOR IS IN)

The Dreaded Teaching Statement – stick with one page (take stuff out)

Wide general good + strategies + examples + conclusion (SHOW)

Saccharine/obvious statements

Too humble or emotional

Fail to link research to teaching

No conclusion

The Weepy Teaching Statement – careful of adjectives/overly emotional language

Be specific, show parameters

Don’t juvenilize

Especially women need to be careful of this

**Representing Teaching**

**Writing a Teaching Philosophy**

**The Rhetorical Situation**

Speaker –

Exigence/Reason –

Audience/Context –

Medium –

Purpose –

**DOs DON’Ts**

|  |  |
| --- | --- |
|  |  |

**DUNNOs**

**Reflection (50-100 words)**

Today’s discussion went fine! The class seemed a bit tired and distracted, which is understandable for November. I also felt a little off at the beginning of the discussion, which made for an uneven start, but once we were rolling, everything went smoothly. Fifty minutes is *not* much time, and I don’t feel we were as attentive to the readings as we could have been, but the number of them and their shortness required less comprehensiveness and more summation. I would have liked to dive into the dos/don’ts more, as well as the tensions caused by conflicting advice, but there wasn’t enough time. Still, I think using the rhetorical situation to frame the readings was useful, as it put everything else in context. Since the advice given varied, I think it’s important to recognize that each rhetorical situation is slightly different, even though they all require a “teaching philosophy.”

