

Professional Development Workshop for Graduate Students who Teach

This is the outline of the Schreyer Institute professional development workshop that covered the development of an academic resume, of a teaching philosophy and an electronic teaching portfolio.

Academic Resume

The components of an academic resume:

1. Name, contact information (phone, fax, address, email, webpage)
2. Educational history
 - a. Degrees
 - b. Include dissertation title, chair's name, and defense date (or expected defense date)
 - c. Licensures
3. Employment history (only relevant employment, include paid assistantships)
4. Teaching
 - a. Courses taught
 - b. Courses prepared to teach (**if you are applying for jobs**)
5. Scholarly publications and activities (in reverse chronological order)
 - a. In press or published journal articles
 - b. Book chapters, monographs, technical reports, etc.
 - c. Manuscripts under review
 - d. Manuscripts in preparation
 - e. Presentations (e.g., national, local)
6. Grants or funding you have received
7. Professional affiliations
8. Service (e.g., local, regional, national)
9. References (**if you are applying for jobs**)
 - a. List your letter writers
 - b. Provide contact details (e.g., academic address, phone number, e-mail address)

Teaching Philosophy

The typical format of the teaching philosophy is

- a. 1-2 Pages
- b. First-person narrative in present tense
- c. Essay structure: Thesis, narrative, conclusion
- d. Depending on purpose, the format can vary from prose to collage or question/answer
- e. Avoid jargon, but use discipline specific terms if appropriate

Begin thinking about your teaching philosophy by brainstorming:

- a. As a teacher, I _____
- b. What do you enjoy/value most?
- c. How do students learn?
- d. How does my class affect my students?
- e. Metaphors: Gardener, Bucket-filler, Travel guide
- f. Quotes

Teaching Portfolio

The description of the teaching portfolio provided below can be incorporated in an online teaching portfolio or a paper based teaching portfolio. More information on ePortfolio can be found on www.portfolio.psu.edu.

The contents of a teaching portfolio include:

1. Digital identity
 - a. Reflection essay that introduces the ePortfolio (i.e., site map)
 - b. Curriculum Vitae
 - c. Teaching philosophy
2. Curricular development materials
 - a. Summary of courses taught
 - b. Teaching objectives and instructional methods
 - c. Description of teaching materials (e.g., syllabi, lesson plans, assignments)
 - d. Innovations in teaching
 - e. Efforts to improve teaching (e.g., curricular revisions)
 - f. Teaching conferences/workshops attended
 - g. Evidence of student learning (e.g., grade distributions, authentic work, student achievements)
3. Assessment of student learning
 - a. Methods for assessing student learning
 - b. Assessment instruments and grading tools
 - c. Student feedback processes
4. Teaching effectiveness and Professional development
 - a. Student evaluations (i.e., mid-semester and SRTE's)

- b. Classroom observations (i.e., peer and faculty)
 - c. Review of teaching materials by others
 - d. Participation in workshops and pedagogy focused conferences
 - e. Teaching awards/honors
 - f. Internships
5. Future plans
Short-term and long term-teaching goals

Student Evaluations

SRTEs as evidence of your teaching effectiveness

1. Annotate your SRTEs
 - a. Course title and description, number of students, learning goals, reflections on SRTEs
 - b. Provide qualitative statements
 - c. Draw conclusions for the search committee

Eliza Prince: Evidence of Teaching Effectiveness

Student Ratings of Teacher Effectiveness (SRTE)

		Quality of Instructor	Quality of Course
Fa02	English 404	6.14	5.52
Fa02	AM ST 105	6.17	5.88
Fa02	WMNST 001	6.12	5.77
Su02	English 435	6.37	6.06
Sp02	WMNST 003	6.21	5.86
Sp02	English 202A	6.33	5.83
Sp02	English 202A	6.80	6.15
Fa01	English 134	6.2	5.86
Fa01	English 202D	6.25	5.9
Fa01	English 202D	6.18	5.71
Su01	AM ST 100	6.44	5.72
Su00	English 202A	5.89	5.68
Sp00	English 232	6.57	6.43
Fa99	English 30	6.63	6.18
Fa99	AM ST 105	5.85	5.62
Su99	English 202B (SRTEs unavailable due to computer processing problems)		
Sp99	English 202B	6.59	5.35
Fa98	English 202B	6.45	4.85
Fa98	English 202B	6.56	4.94
Su98	English 202D	5.84	5.68
Sp98	English 202D	5.81	5.43
Fa97	English 202D	5.44	5.13
Su97	English 202D	6.06	5.59
Sp97	English 15	6.22	5.77
Sp97	English 15	5.29	4.81
Fa96	English 15	6.13	5.61
Su96	English 15	5.86	5.33
Sp96	English 15	5.95	5.25
Fa95	English 15	6.50	5.92

Average Rating of Teacher Effectiveness: 6.17/7.0

(The Department considers scores of 6.0 and higher an indicator of exceptional teaching, and ratings of 5.0 and above an indicator of above average teaching).

2. Connect SRTEs and your teaching philosophy
 - a. Group qualitative comments based on your teaching philosophy.
(e.g., Classroom management, Instructor-Student interaction, teaching methods)
 - b. Draw conclusions for the search committee

Example:

Student Ratings Annotation Example

ME 3000: **Advanced Mechanical Engineering Analysis**
Fall Semester 2004

<i>Enrollment</i>	60
<i>Respondents</i>	32 (53%)

Course Description

Mathematical modeling, analysis, and design of physical dynamic systems involving energy storage and transfer by lumped-parameter linear elements. Time-domain response by analytical methods and numeric simulation. Laboratory experiments. Prerequisites: Linear Algebra, Differential Equations, Probability & Statistics, Engineering Dynamics.

This is a 15-week advanced lecture and laboratory course that meets in three 1-hour time blocks and one 2-hour lab (taught by TAs). The 1-hour sessions include lectures about the primary theoretical material of systems dynamics, with derivations of fundamental principles, followed by worked examples similar to assigned homework problems. The lab sessions include 7 lab assignments and 7 discussion sessions. The lab assignments require students to conduct hands-on experiments relating to problems discussed in the large class sessions. Students are also required to devote time outside of class to assigned readings, lab write-ups, and homework.

Students: The course is a required undergraduate course for mechanical engineering majors and is a prerequisite for many of the required capstone sequences. About 50% of the students were juniors, 45% seniors, and 5% new graduate students.

Student Ratings

Students appreciated that expectations were clear and grading processes were systematic and implemented fairly. They also took advantage of my frequently scheduled office hours those of my Teaching Assistants. Students' written comments provide similar information. For example, "Availability of Prof & TA is good" "Office hours & e-mail help a lot; lots of communication with students," "very approachable, very positive attitude."

Students wanted more opportunities to practice analysis and evaluation. In their written comments, students requested more time in class to practice solving problems similar to those in their homework assignments. For example: "More interaction, but not as intense/involved as lab" and "More interaction w/ lecture notes prior to class, so we can expect more out of lecture."

Changes

One change I plan to make in this course is to decrease the amount of time I spend lecturing and provide time at the end of each session for student questions. Rather than solving every derivation in class, I will leave a portion of it incomplete and revisit it during the next class when I will ask students to help complete the solution. A number of the topics covered in this course are particularly challenging for students, thus I will occasionally provide opportunities for students to work tough problems in class, when the TAs and I are there to provide guidance.

Examples of ePortfolios

http://www.google.com/imgres?imgurl=http://www.personal.psu.edu/uxg3/blogs/guertin/pillows.JPG&imgrefurl=http://www.personal.psu.edu/uxg3/blogs/guertin/blog.html&usq=__DLzSmEd5KzD1usxJL0nG6fUdhgc=&h=353&w=500&sz=87&hl=en&start=136&zoom=1&um=1&itbs=1&tbnid=NAGuCO9B1dGhmM:&tbnh=92&tbnw=130&prev=/images?q=psu+faculty+portfolio&start=120&um=1&hl=en&sa=N&ndsp=20&tbs=isch:1

http://www.google.com/imgres?imgurl=http://vilhottiportfolio.com/images/Teaching_Portfolio_Picture.JPG&imgrefurl=http://vilhottiportfolio.com/&usq=__YBhHCitZeYR1gj0LV1j78FXcjfQ=&h=525&w=700&sz=18&hl=en&start=42&zoom=1&um=1&itbs=1&tbnid=YNUpmTIghk_81M:&tbnh=105&tbnw=140&prev=/images?q=graduate+student+teaching+portfolio&start=40&um=1&hl=en&sa=N&ndsp=20&tbs=isch:1

<http://web.me.com/adamscottward/studio.asw/teaching.html>

Resources

Hume, K. (2005). *Surviving your academic job hunt*. Palgrave: New York.

Seldin, P. (2004). *The teaching portfolio: A practical guide to improved performance and promotion/tenure decisions*. Anker Publishing Company: Boston, MA.

Stefani, L., Mason, R., & Pegler, C. (2007). *The educational potential of e-portfolios. Supporting personal development and reflective learning*. Routledge: New York

http://cte.uwaterloo.ca/teaching_resources/tips/teaching_philosophy_sample_exercises.html

<http://www.schreyerinstitute.psu.edu/Tools/SRTE/>