

# Developing a Statement of Teaching Philosophy



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# Welcome!

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Choose an emoji that represents an aspect of your teaching persona or teaching approach.

Share in the chat.

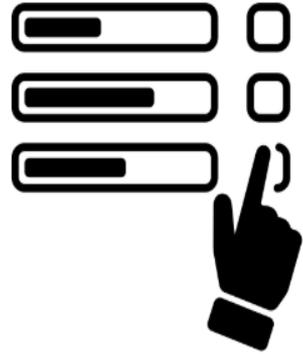


# Poll



## How long until you plan to apply for academic jobs?

- a) On the job market now
- b) 6 months away
- c) 1 year away
- d) 2 years away
- e) More than 2 years away
- f) I am not applying to academic jobs



# Today's Goals

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- Review the goals and structure of a Statement of Teaching Philosophy
- Articulate 2-3 core personal teaching principles
- Draft a paragraph demonstrating alignment between your principles and teaching practice
- Brainstorm ideas for engaging your readers

# Teaching Philosophy

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A teaching philosophy is a written narrative that includes:

- your conception of teaching and learning
- a description of how you teach
- justification for why you teach that way

# Teaching Philosophy

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- No required content, set format, or right or wrong way to write a Teaching Philosophy Statement.
- Generally, teaching philosophies are 1-2 pages long.
- Use the present tense and the first person.
- Include teaching strategies and methods to help people “see” you in the classroom.

# Core Teaching Principles

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- ❑ ***Chat Waterfall Activity:*** After reflecting on the prompt, type your answer in the chat, but don't send yet!
- ❑ The top three teaching principles that characterize your teaching are:
  - 1.
  - 2.
  - 3.

# Let's reflect!

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Take 2 minutes to refine/revise/expand your core teaching principles based on what you've read in the chat.



# Let's reflect!

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Select *one* principle and think about how it can be actualized in your teaching practice.

**Principle:** supporting all learners

**Practices:** scaffolding assignments to offer practice opportunities and feedback; learning students' names; offering choice in how students demonstrate learning; creating accessible learning materials and environments, and so on

# Writing Time

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Draft *one* paragraph in which you demonstrate how your selected principle shows up in your teaching practice (past, current, or future).



# Checklist:

## Learner-centered goals

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- What knowledge, skills, or attitudes do your students need to succeed in your field?
  
- How does your teaching approach contribute to the development of those attitudes, skills, or knowledge?



# Checklist: Assessment

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- How do you/will you know your student-centered goals are being met?
  
- How does your assessment design align with your core teaching principles?



# Checklist: Inclusive Climate

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- How does your teaching approach take into account students' diverse identities, backgrounds, and experiences?
  
- How do you promote authentic student collaboration and a healthy class community?

# Checklist:

## Awareness of Context

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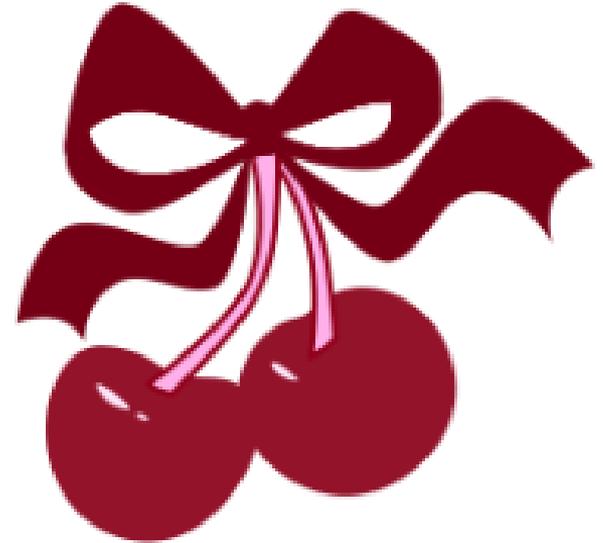
- How does your teaching approach account for current realities and challenges (rise of generative AI, global events and subsequent anxieties that students and/or faculty may experience, etc.)

# Cherries on Top

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- ❑ How do you hook your readers?
- ❑ How do you convey a sense of personal voice?
- ❑ How do you demonstrate awareness of pedagogical best practices (without jargon)?



# Wrap-Up & Resources

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## Summary:

1. Core principles
2. *Aligned* examples of teaching practice
3. Optional: theory of teaching and learning (avoid jargon/provide definitions)
4. Personal, engaging voice

# Wrap-Up & Resources

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- ❑ The Teaching and Learning Center provides [free one-on-one consultations](#).
- ❑ [TLC resources](#) can guide you through pedagogical best practices.
- ❑ Today's slides are provided in the chat!

# Additional Resources

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- ❑ [“Writing a Statement of Teaching Philosophy for the Academic Job Search”](#) from the University of Michigan's Center for Research on Learning and Teaching's *Occasional Papers, Issue Number 23*.
- ❑ [“Writing the Teaching Statement”](#) by Rachel Narehood Austin, *Science Magazine*
- ❑ [“How to Write a Statement of Teaching Philosophy”](#) by Gabriela Montell, *The Chronicle of Higher Education*

# Additional Resources

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- ❑ [“What’s Your Philosophy on Teaching, and Does it Matter?”](#) by Gabriela Montell, *The Chronicle of Higher Education*
- ❑ [“A Teaching Statement”](#) by Jeffrey Marcus, *The Chronicle of Higher Education*
- ❑ [“Everything But the Teaching Statement”](#) by Jeremy S. Clay, *The Chronicle of Higher Education*
- ❑ [“Writing a Teaching Philosophy Statement”](#) by Helen G. Grundman, *Notices of the American Mathematical Society*

# Thank you!

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**Please stay in touch:**

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