

## Documenting Your Teaching for the Job Market

Further references and resources on teaching statements:

Cornell University-Grad School Career Services	<a href="https://goo.gl/gw8SHP">https://goo.gl/gw8SHP</a>
Ohio State University- Professional Development	<a href="https://goo.gl/u00s8R">https://goo.gl/u00s8R</a>
Penn State Du Bois	<a href="https://goo.gl/IQa7M9">https://goo.gl/IQa7M9</a>
University of Michigan Center for Research on Teaching and Learning-The Teaching Philosophy/Teaching Statement	<a href="https://goo.gl/XjrGZl">https://goo.gl/XjrGZl</a>
University of Minnesota- Center for Educational Innovation	<a href="https://goo.gl/KBFSGt">https://goo.gl/KBFSGt</a>
Texas Tech University- Teaching, Learning and Professional Development Center	<a href="https://goo.gl/zjgvec">https://goo.gl/zjgvec</a>
Lang, John (2010). <i>Four Steps to a Memorable Teaching Philosophy</i> . Chronicle of Higher Education.	<a href="https://goo.gl/32KhQt">https://goo.gl/32KhQt</a>
Karen Kelsky, <i>The Dreaded Teaching Statement: Eight Pitfalls</i> . The Professor is In (theprofessorisin.com).	<a href="https://goo.gl/qytr0r">https://goo.gl/qytr0r</a>

Suggested reading on teaching and learning (to further refine your teaching and your teaching statement):

<b>Publication</b>	<b>Location</b>
Bean, John C. (2011) <i>Engaging Ideas</i> (2 <sup>nd</sup> Edition), San Francisco, CA: Jossey-Bass.	In hardcopy
Walvoord, Barbara E., and Anderson, Virginia J. (2010) <i>Effective Grading: a Tool for Learning and Assessment in College</i> , 2 <sup>nd</sup> ed. San Francisco, CA: Jossey-Bass.	<a href="https://goo.gl/J0Pr3S">https://goo.gl/J0Pr3S</a>
Ambrose, S.A., Bridges, M.W., DiPietro, M., Lovett, M.C., & Norman, M.K. (2010). <i>How Learning Works</i> , San Francisco, CA: Jossey-Bass.	<a href="https://goo.gl/0xHV7A">https://goo.gl/0xHV7A</a>
Huston, T. (2009). <i>How to teach what you don't actually know</i> . Chronicle of Higher Education, 55(42), A.25.	<a href="https://goo.gl/iGt1kw">https://goo.gl/iGt1kw</a>
Bransford, John D., Brown, Ann L., and R.Cocking, Rodney (editors) Washington, D.C. (2000) <i>How People Learn: Brain, Mind, Experience, and School</i> , expanded ed. Washington, D.C.: National Academy Press.	<a href="https://goo.gl/bst6Ko">https://goo.gl/bst6Ko</a>
Felder, Richard, and Brent, Rebecca Various materials:	<a href="https://goo.gl/51ojhT">https://goo.gl/51ojhT</a>
Enerson, Diane M., Johnson, R. Neill, Milner, Susannah, and Plank, Kathryn M. (1997) <i>Penn State Teacher II: Learning to Teach, Teaching to Learn</i> . University Park, PA: The Pennsylvania State University.	<a href="https://goo.gl/yQ5b19">https://goo.gl/yQ5b19</a>
Chickering, Arthur W.; Gamson, Zelda F. (1987) <i>Seven Principles for Good Practice in Undergraduate Education</i> . Racine, WI: Johnson Foundation.	<a href="https://goo.gl/NlupzF">https://goo.gl/NlupzF</a>

## Questions to consider as you draft your philosophy:

- How do you conceptualize learning?
  - Students learn best by/when/who \_\_\_\_\_.
- How do you conceptualize teaching?
  - The role of the teacher is \_\_\_\_\_.
  - The purpose of education is to \_\_\_\_\_.
  - What does it mean to “teach”?
  - What are your personal values in the context of a teaching professional?
- What are your goals/objectives for your students?
  - How do you know that the students have learned what you would like them to learn?
- The most effective methods for teaching are \_\_\_\_\_.
  - I know this because \_\_\_\_\_.
    - Why do you select certain teaching strategies?
- What are some *specific* methods and techniques that you use in your teaching to achieve your goals for your students?
- The most important aspects of my teaching are \_\_\_\_\_.
- Which aspects of your teaching are you trying to improve?
- Why do you teach?
- Where do you get your passion for teaching?
- Do my classroom practices, course objectives, syllabi, grading policies, and other materials reflect my teaching philosophy?
- Are my teaching strategies and methods linked to my beliefs about teaching and learning?

## Teaching Philosophy Statement dos and don'ts:

- Do keep it short (1–2 pages)
- Do use the present tense and first person
- Don't give idyllic BUT empty concepts (avoid standalone buzzwords)
- Don't repeat your CV
- Do research on the teaching institution and disciplinary trends (know your audience)
- Do provide concrete examples and evidence of usefulness of teaching concepts
- Do discuss impact of methods, lessons learned, challenges and innovations—how did students learn?
- Do discuss connections between teaching, research, and service
- Do demonstrate how your methods are effective
- Do ground it in your discipline but use language that many can understand
- Don't be a know-it-all; Do demonstrate that you are a reflective and thoughtful teacher
- Don't be condescending about your students
- Do proofread and make sure that it is well-written (your statement is also a writing sample of sorts)

## Sources:

- <http://www.ds.psu.edu/Academics/29630.htm>
- <http://gradschool.cornell.edu/career-services/teaching-philosophy-statement>
- [https://www.depts.ttu.edu/tlpdc/Resources/Teaching\\_resources/TLPDC\\_teaching\\_resources/Documents/WritingYourTeachingPhilosophywhitepaper.pdf](https://www.depts.ttu.edu/tlpdc/Resources/Teaching_resources/TLPDC_teaching_resources/Documents/WritingYourTeachingPhilosophywhitepaper.pdf)