

講演会及び研究集会の記録

平成20年度FDワークショップ

**講義「ティーチング・フィロソフィーのステートメントー
ティーチング・ドシエの核心」カナダ・ダルハウジー大学学習・
教育センター長リン・テイラー (Lynn Taylor)**

ティーチング・ドシエの核心となるのが、良く構成されたティーチング・フィロソフィーのステートメントである。そこでは、多様な個人および専門スタイルを表現するものであるが、ティーチング・フィロソフィーのステートメントの機能には、知識や価値について気づかせ、教育実践へと導き、ドシエの証拠となる批判的な論理的根拠を与えるはたらきがある。学術的なティーチング・フィロソフィーの発展は、知的作業への挑戦であり、注意深い分析と統合、そしてティーチングに対する信条、目標、そして同僚や学生に対する行動をまとめることが求められる。今回の発表では、個人、専門分野、そしてティーチングをどのように統合して、ティーチング・ドシエとしてまとめるか、それ以上に、教員としての成長にどのように貢献できるかの枠組みについて考えるものであった。詳細は、以下の発表パワーポイントおよびプログラム表を参照。

平成20年度 弘前大学FDワークショップ日程表

第1日 11月29日(土)

- 8:30 弘前大学総合教育棟前集合
- 8:40 バス 出発 研修開始:オリエンテーション
- 9:20 青森ロイヤルホテル 到着 玄関前で記念写真
撮影後、FDワークショップ会場(新館2F会議室)に入室
- 9:35 挨拶 副学長 須藤新一
- 9:50 挨拶「平成20年度特別教育研究経費『ティーチング・ポートフォリオを取り入れた教育活動』について」 教育・学生委員会FD担当 武田共治
- 10:05 講師紹介 21世紀教育センター高等教育研究開発室(土持法一)
- 10:40 講義「ティーチング・フィロソフィーのステートメントーティーチング・ドシエの核心」カナダ・ダルハウジー大学学習・教育センター長リン・テイラー(Lynn Taylor)博士(1時間程度)(パワーポイント使用)(土持通訳)(適宜休憩時にコーヒー) 質疑応答
- 11:50 昼食 (60分)
- 12:50 研修のオリエンテーション:「メンターとメンターリングについて」(土持法一)
- 13:00 第1回セッション(メンターリング)の開始(適宜休憩時にコーヒー)
- 16:50 全体会議 進捗状況の報告(司会:教育・学生委員会委員)
- 18:00 休憩(宿泊室の鍵渡し)
- 18:30 夕食・懇親会(別館1Fコンベンションホール)
- 21:00 懇親会終了、風呂

第2日 11月30日(日)

- 7:30 朝食(別館B1F食堂)
時間までにFDワークショップ会場(新館2F会議室)に入室
- 8:30 第2回セッション(メンターリング)再開(適宜休憩時にコーヒー)
- 10:00 全体会議 メンターによる報告および参加者による意見交換(司会:教育・学生委員会委員)および総括(土持法一)(2時間程度)
- 12:00 昼食(別館B1F食堂)(60分)
- 13:00 バス出発
- 13:40 弘前大学総合教育棟前到着、解散

The Teaching Philosophy Statement: The Heart of Your Teaching Dossier

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Objectives

- to describe the purposes and functions of teaching dossiers
- to identify the essential *components* of a teaching dossier
- to provide a framework for developing your teaching philosophy statement



Creating a Teaching Dossier: A Complex Task

“Teaching is a highly creative activity whose success can only be shown by a variety of data of different sources.”

CAUT, 2006, p. 9



What is a Teaching Dossier?

- “... a collection of materials that document teaching performance. It brings together in one place information about a professor’s most significant teaching strengths and accomplishments. The portfolio is to teaching what lists of publications, grants and honors are to research and scholarship. It is flexible enough to be used for tenure and promotion decisions or to provide stimulus and structure for self-reflection about teaching areas in need of improvement ...”

(Seldin, 2000 , p. 36)



Why Create a Teaching Dossier?

To Express Teaching Activity as Scholarship

“For an activity to be designated as scholarship, it should manifest at least three key characteristics: It should be *public*, susceptible to *critical review and evaluation*, and accessible for *exchange and use* by other members of one’s scholarly community.”

(Shulman, 1998, p. 5)



Scholarly Teaching

- **clear goals** (purpose, relevant, appropriate)
- **adequate preparation** (existing scholarship, skills)
- **appropriate methods** (for purpose, discipline)
- **significant results** (potential impact)
- **effective presentation** (audience, style, open to review)
- **reflective critique** (self and peer)

(Glassick, Huber & Maeroff, 1997, p. 36)



Why Create a Teaching Dossier?

For our own professional development

“Professional development is a continuous process and requires a steady supply of reliable information about the individual’s pedagogical efforts ...”

(CAUT 2006, p. 8)



Why Create a Teaching Dossier?

Specifically, dossiers (and the processes of creating one) can provide occasions for reflection on:

- ▶ teaching goals
- ▶ teacher-student relationships
- ▶ effectiveness of teaching strategies
- ▶ alternative methods for teaching and assessing teaching

(O’Neil & Wright , 1992;

<http://sunconference.utep.edu/CETaL/resources/portfolios/intro.htm>)



Why Create a Teaching Dossier?

Specifically, dossiers (and the processes of creating one) can also:

- enhance awareness of student learning
- showcase a teacher’s skills, growth and range
- document teaching and its effectiveness in a peer-reviewable format
- share teaching expertise with other teachers
- promote professional dialogue about teaching and learning

(O’Neil & Wright , 1992; <http://sunconference.utep.edu/CETaL/resources/portfolios/intro.htm>)



Components of a Teaching Dossier

- **teaching approach or philosophy**
- **teaching responsibilities** (courses taught, numbers of students, course descriptions, other teaching activities such as supervising and advising students, and program administration)
- **evidence of teaching effectiveness** (student achievements, teaching evaluations, feedback from students and/or peers, awards)
- **teaching development activities** (curriculum development, professional development, committee work, scholarship of teaching and learning, mentoring others)
- **future plans**
- **appendices: selected evidence to support claims**

(Day, Robberecht, & Roed, 1996)



Definition of Teaching Philosophy

“A teaching philosophy statement is a systematic and critical rationale that focuses on the important components defining effective teaching and learning in a particular discipline and/or institution.”

(Schönwetter, Sokal, Friesen & Taylor, 2002, p. 84)



Purposes of Teaching Philosophy

For yourself:

- Self-reflection
- Provide an overview of teaching development over time
- Provide a rationale for your teaching
- Articulate ideas about learning and teaching with your students/others

For the readers of your dossier:

- What do you do? Why do you do it? In what context?
- How are these elements congruent with one another?



Your Qualities as a Teacher

Consider:

Are there frameworks that can help me articulate my own qualities as a teacher?



Seven Principles for Good Practice in Undergraduate Education

- Encourages contact between students and faculty
- Develops reciprocity and cooperation among students
- Encourages active learning
- Gives prompt feedback
- Emphasizes time on task
- Communicates high expectations
- Respects diverse talents and ways of learning

(Chickering & Gamson, 1987)

Model for Developing a Teaching Philosophy Statement

COMPONENTS OF TPS	DIMENSIONS OF EACH COMPONENT		
	Belief: Normative Philosophical/theoretical orientation	Practice: Manifestation of belief; evidence of past growth & present actions	Goals: Planned future growth and development
1. Definition of Teaching			
2. Definition of Learning			
3. View of Learner & Student Development	Evaluate TPS for congruence across each row		
4. Student/Teacher Relationship			
5. Teaching Methods			
6. Impact on Learner			

Evaluate TPS for congruence along each column

Aligning the TPS Dimensions

- Focus on one component and provide a clear, objective sequence that illustrates these three dimensions:
 - ▶ Belief
 - ▶ Practice
 - ▶ Goals
- An example: I believe that explaining their ideas to each other helps students learn and think more deeply. In my class I use "peer consultations" where students exchange a piece of writing with another student, and then discuss suggestions to improve each other's writing. My goal is to help them become more effective thinkers and writers.

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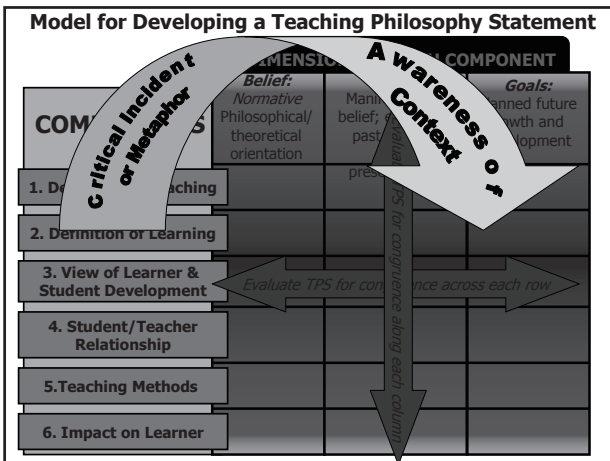
Evaluate TPS for congruence along each column

Critical Incident or Metaphor

Your Metaphor

(Ellis & Griffin, 2000; Grasha, 1996; Scheffler, 1960)

- Take a moment to identify a metaphor and list some of its features that might best describe your teaching at this point in time (i.e., gardener; building a house)
- OR**
- Think of a critical event in your teaching experience that illustrates who you are as a teacher and describe what it reveals about your teaching at this point in time.



Sensitivity to Context

- In groups of 3-4, discuss the issues that you would need to be sensitive to in your particular context (i.e., Hiroaki, who your students are; your discipline).

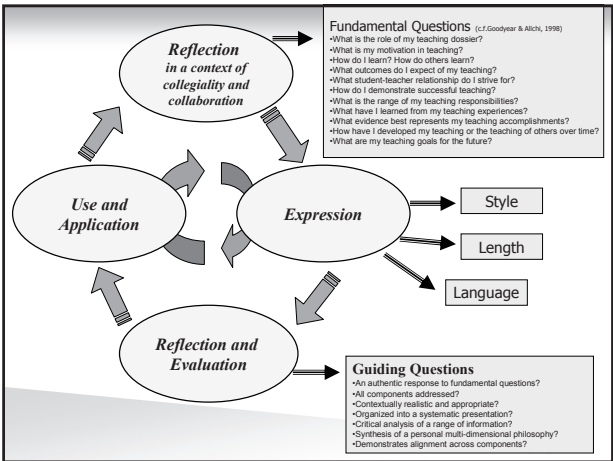
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(Day, Robbrecht, & Roed, 1996)

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Teaching Dossiers Demonstrate Fidelity

- to our disciplines
- to the learning of our students
- to our communities
- to our own identities as teachers and scholars

(Shulman, 2000, p. 105)

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Advice: Conceptualize Your Teaching

- What theories, methods, approaches, or social visions do you use as a teacher and how do they reflect your beliefs about teaching and learning?
- What are your learning goals for students? Consider content, process, career, and life-long learning goals.
- Outline your future goals and aspirations
- Move beyond generalities: Give specific examples

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Advice: Focus on Student Learning

- Note students' reactions to innovations
- Help readers to 'see' you in the classroom - how do you interact and establish relationships with students?
- Contextualize your teaching within the framework of your institution, department and student body
- How do you cope with the constraints you face?
- How do you optimize the resources you do have?



Advice: Know Yourself, Be Yourself

- own your own philosophy - write in the first person
- write in your authentic voice
- your teaching dossier should be memorable and unique to you



Advice: Style and Substance

- Keep your audience in mind when choosing terms and language.
- If you begin your philosophy with a quote, a metaphor, or anecdote, don't let it stand alone.
- "Good teaching comes from years of trial and error, so a little humility is in order." (Montell, 2003)
- Pay attention to your "tone of voice" in your dossier.



One Final Piece of Advice:

When writing your teaching philosophy, focus on actual examples of teaching and learning experiences

