

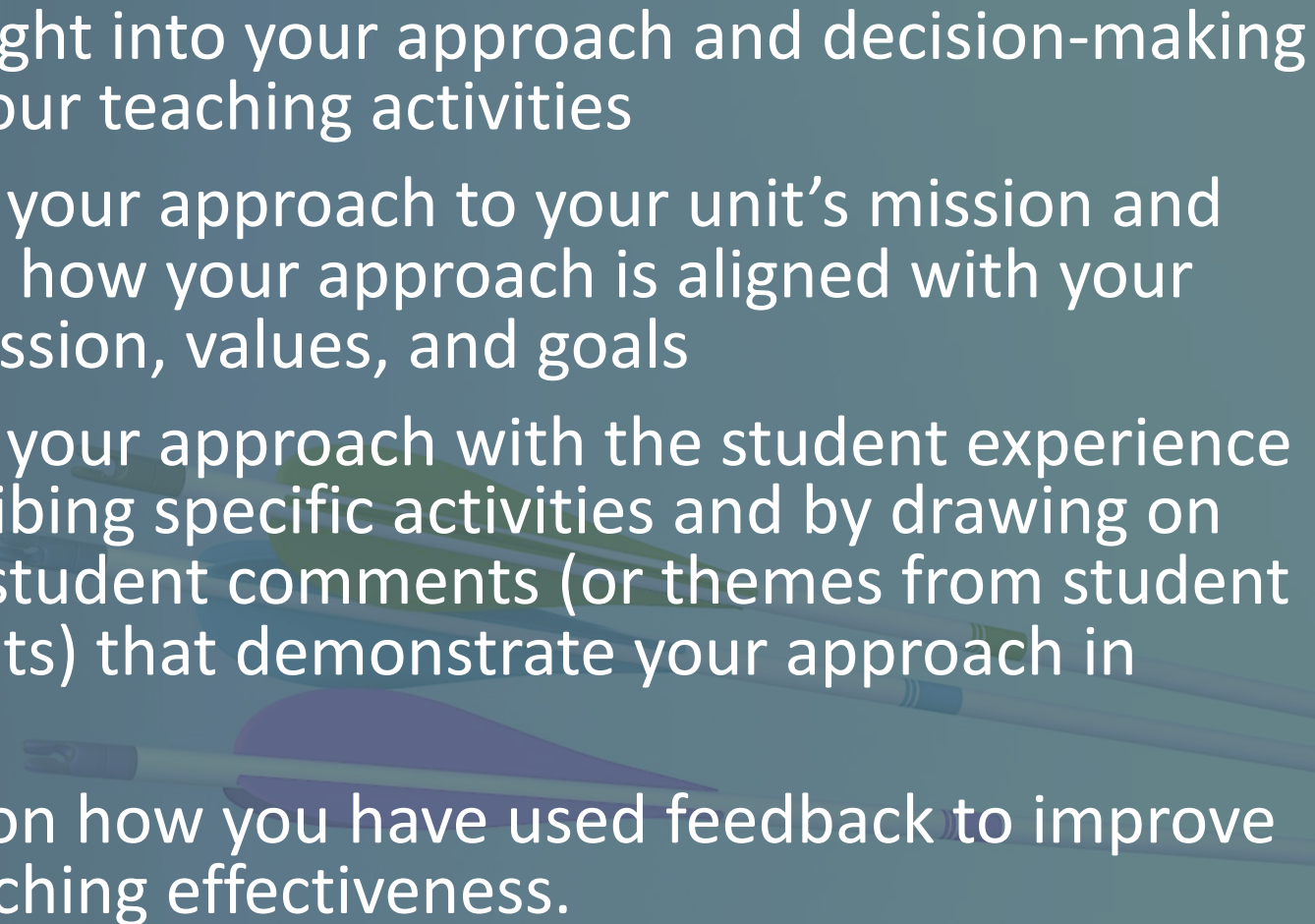
Writing a Teaching Statement & Documenting Evidence of Teaching



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Goals and Objectives:

- Gain insight into your approach and decision-making within your teaching activities
 - Connect your approach to your unit's mission and illustrate how your approach is aligned with your unit's mission, values, and goals
 - Connect your approach with the student experience by describing specific activities and by drawing on specific student comments (or themes from student comments) that demonstrate your approach in action.
 - Reflect on how you have used feedback to improve your teaching effectiveness.
- 
- A faint background graphic on the right side of the slide. It features a target with concentric circles and a central bullseye. Several arrows are shown in flight, pointing towards the center of the target. In the foreground, a pen or pencil is positioned horizontally, overlapping the target graphic.

Agenda

- Overview (5 min)
- The value of the teaching philosophy statement – reflection (5 min)
- Getting started - individual reflection (10 min)
- Sharing our thoughts – small group work (15 min)
- Gathering evidence – small group work (15 min)
- Questions and Thoughts (10 min)

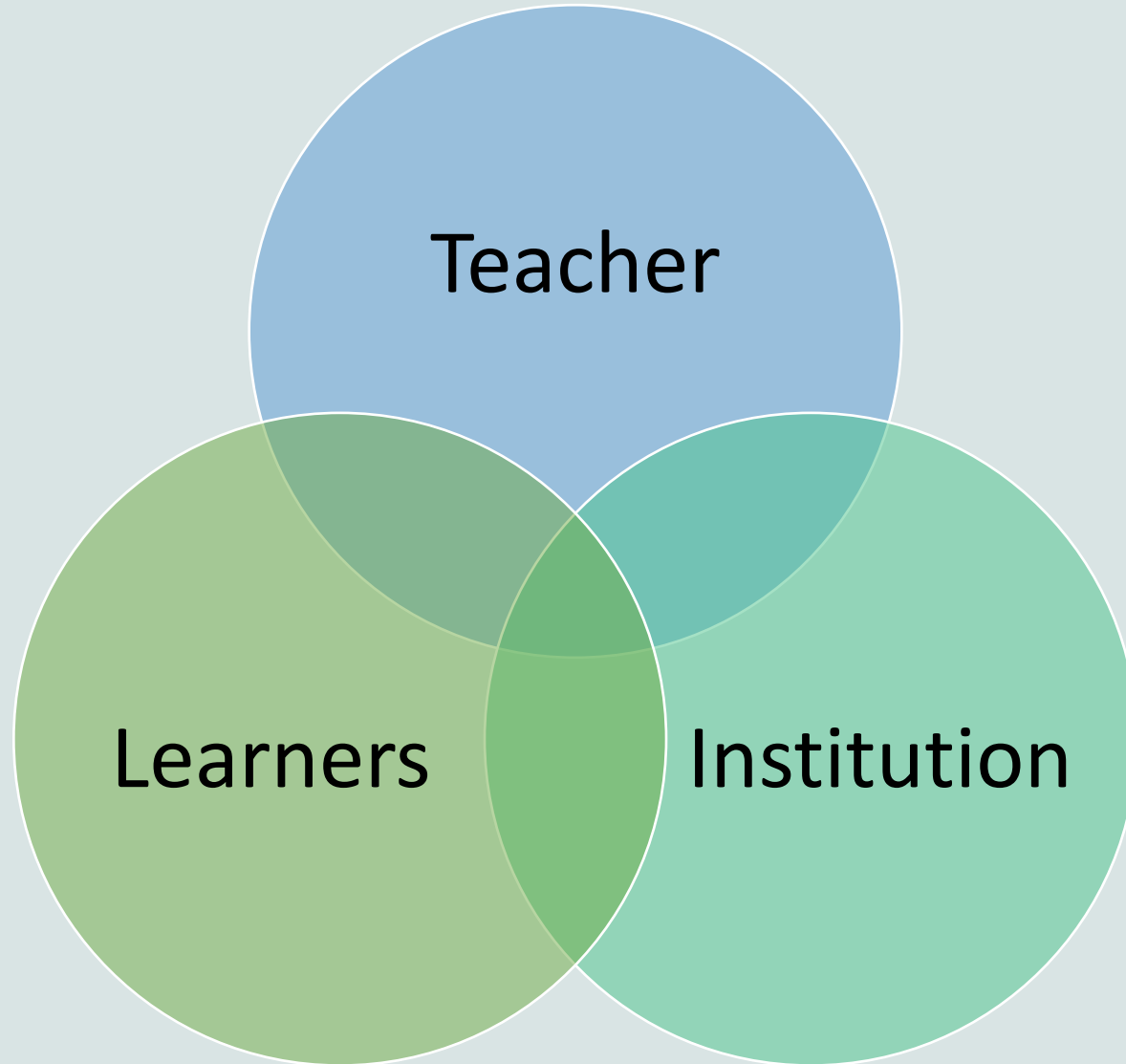




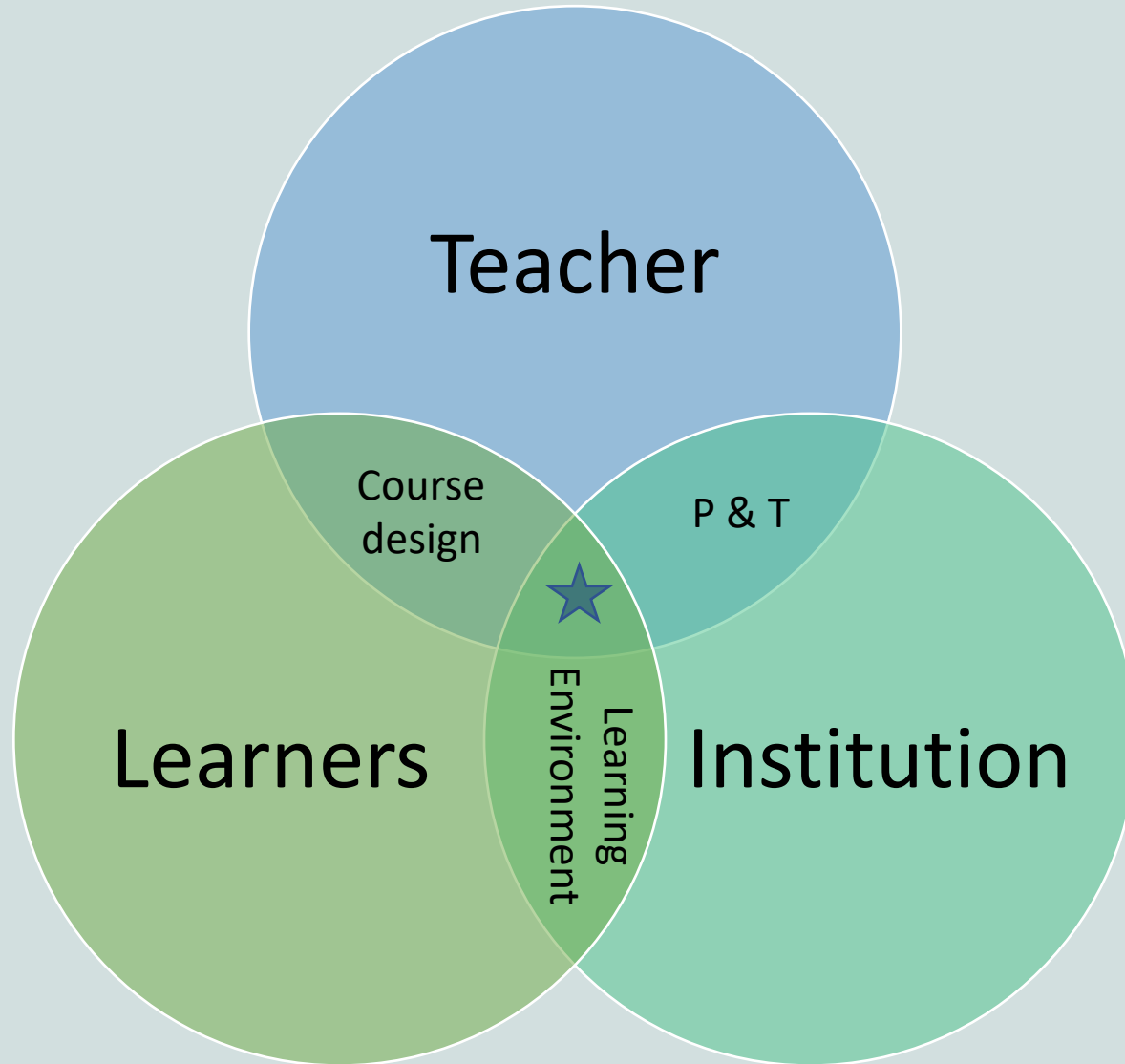
The Teaching Philosophy – the start of a teaching statement

“a systematic and critical rationale that focuses on the important components defining effective teaching and learning in a particular discipline and/or institutional context”

What is the value of a teaching philosophy and statement?




What is the value of a teaching philosophy and statement?



Starting your teaching statement

- What do you believe about teaching and learning?
- What underpins your decision-making when it comes to your teaching activities?
- What is the evidence that you are effective in your teaching?





Structuring your teaching statement:

- This is what is most important to me
- This is why it is important for my students
- These are the ways in which I provide my students opportunities to interact with, connect with, experience the thing that is important
- Here are some outcomes/evidence that I've provided these experiences in an effective manner
- This is how I plan to evolve my teaching so that the important thing is prioritized

Reflection

Your approach to teaching is grounded in your **understanding** of teaching and learning principles and in your **experiences** as an educator.

A hand is shown from the right side of the frame, reaching out to touch the surface of a body of blue water. The water has a textured, rippled appearance with some light reflecting off the surface. The hand is positioned just above the water, with the fingers slightly spread. The background is a deep blue color.

Individual Reflection

Consider a specific time when you felt **most** effective as a teacher.

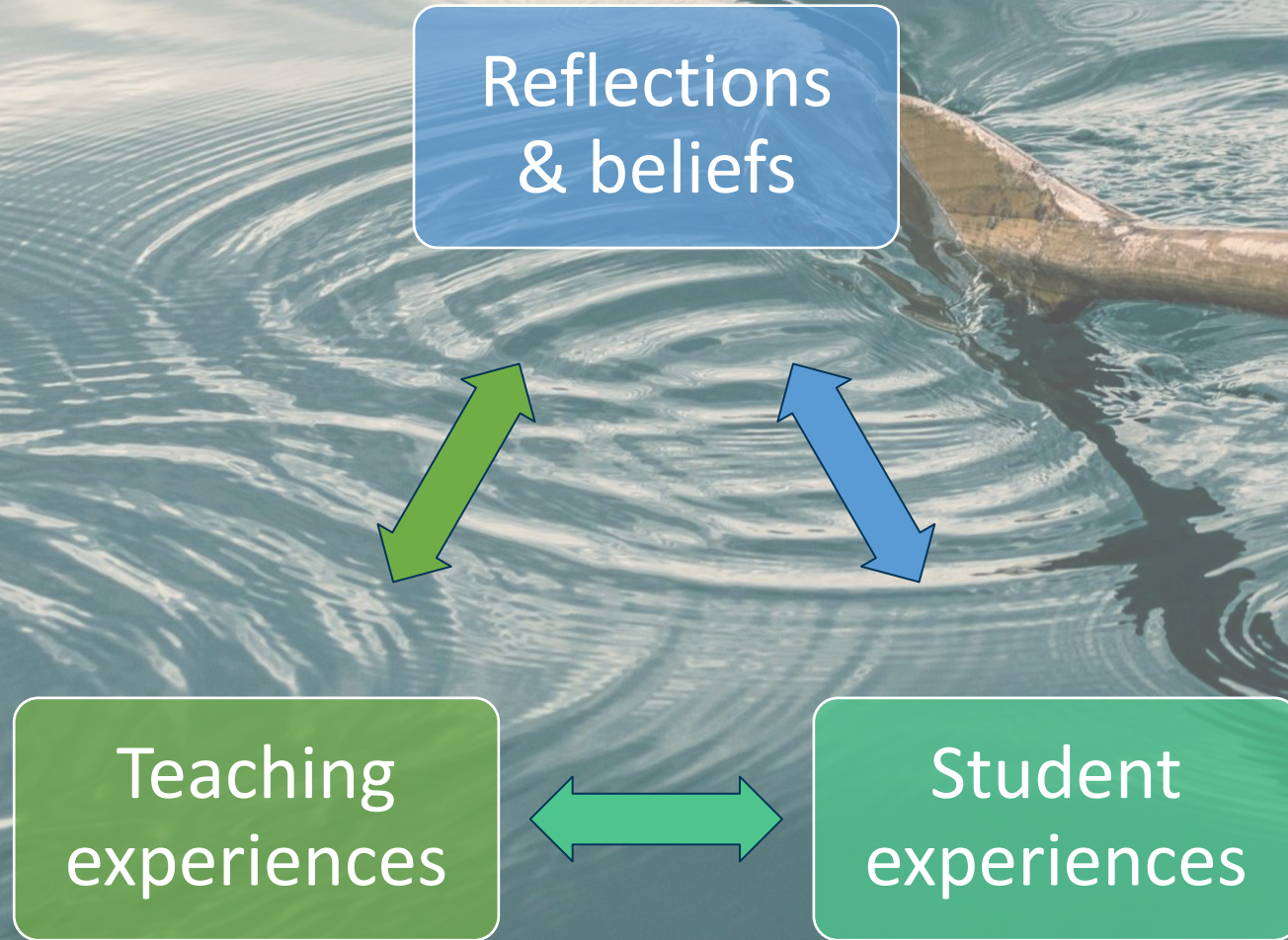
How does this situation help you answer one or more of these questions

- Why do you teach?
- How do you think your students and residents learn?
- What do you do to implement ideas about teaching and learning in the classroom? In clinical settings?
- What is it like to be one of your learners?
- How do you know if you've taught successfully?
- What are the characteristics of a good teacher and a good learner?
- What are your special strengths as a teacher? What are you most proud of in your educational practice?



Partner work:
share stories, collect
common themes

Using examples and providing evidence



Using examples and providing evidence

Reflections & beliefs

- *I observed that students did....*
- *I decided to improve the activity by....*
- *My thoughts about teaching changed because....*

"I believe students need to be able to apply content towards authentic problems encountered in clinical practice"

*"Dr. X really helps us see how we will use this"
"Dr. X's feedback helped me when I had to do this in clinic"*

Teaching
experiences

Student
experiences

Activities:

- *Clinical cases*
- *Interviews with professionals*
- *Treatment Plan Project*

Individual Reflection: What evidence do you have?

1. Direct Teaching Materials
2. Curriculum Development and Instructional Design
3. Advising and Mentoring
4. Learner Assessment
5. Scholarly Approach to Education
6. Feedback from Students and Peers



Small Group Work



- This is what it most important to me
- This is why it is important for my students
- **These are the ways in which I provide my students opportunities to interact with, connect with, experience the thing that is important (what is the evidence??)**



Structuring your teaching statement:

- This is what is most important to me
- This is why it is important for my students
- These are the ways in which I provide my students opportunities to interact with, connect with, experience the thing that is important
- Here are some outcomes/evidence that I've provided these experiences in an effective manner
- This is how I plan to evolve my teaching so that the important thing is prioritized



Questions and Thoughts

Thank you!

References

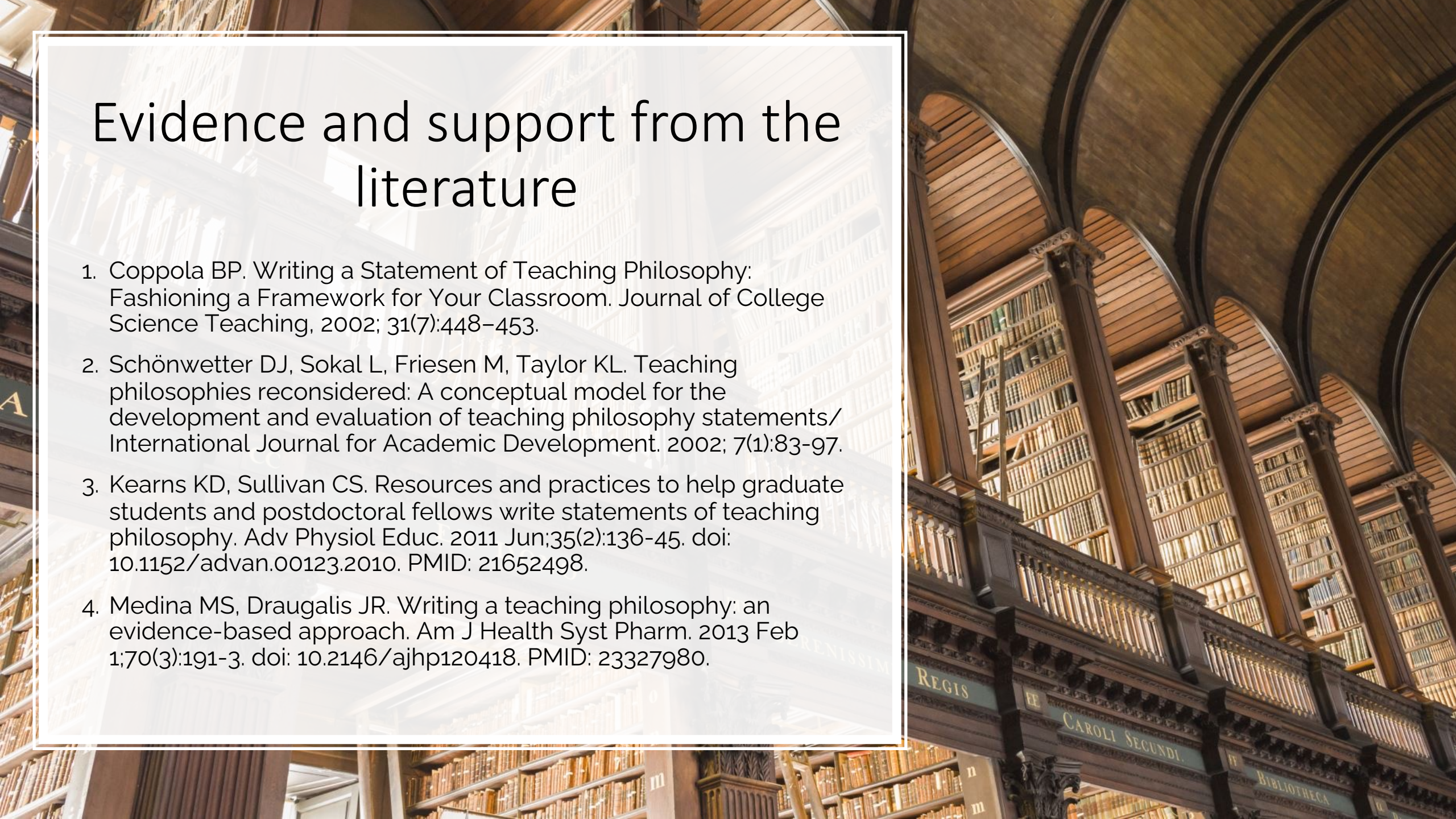
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2. Coppola BP. Writing a Statement of Teaching Philosophy: Fashioning a Framework for Your Classroom. *Journal of College Science Teaching*, 2002; 31(7):448–453.
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5. Ratnapradipa, D., & Abrams, T. (2012). Framing the Teaching Philosophy Statement for Health Educators: What It Includes and How It Can Inform Professional Development. *Health Educator*, 44(1), 37-42.
6. Ruge, G., Schönwetter, D. J., McCormack, C., & Kennelly, R. (2021). Teaching philosophies revalued: beyond personal development to academic and institutional capacity building. *International Journal for Academic Development*, 1-15.
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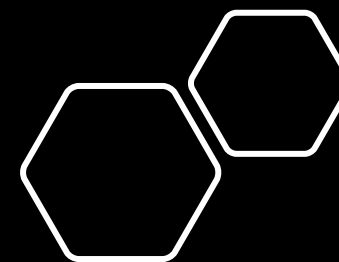
Additional Resources

- [UIC CATE Student Feedback Teaching Guide](#)
- [UIC CATE Peer Feedback Teaching Guide](#)
- [University of Western Ontario Resources](#)
- [University of Minnesota Resources](#)
- [Cornell Resources](#)
- [Indiana University Resources](#)

Evidence and support from the literature

1. Coppola BP. Writing a Statement of Teaching Philosophy: Fashioning a Framework for Your Classroom. *Journal of College Science Teaching*, 2002; 31(7):448-453.
2. Schönwetter DJ, Sokal L, Friesen M, Taylor KL. Teaching philosophies reconsidered: A conceptual model for the development and evaluation of teaching philosophy statements/ *International Journal for Academic Development*. 2002; 7(1):83-97.
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Join a
Statement Writing Group!