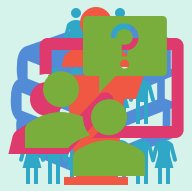


TECHNOLOGY FOR TEACHING
AND LEARNING AT TRU

Week Five: Teaching Philosophy



TODAY'S AGENDA

Review of the readings.

Who do we want to be as teachers?

Breakout Rooms: What common characteristics do teaching philosophies share?

What should be in your teaching philosophy? (And due date reminder.)

Questions!



HOUSE KEEPING
PIDP/CELT

ISW available! Starting November 1.

Assessment course in the winter.

- Do you like this timeslot?
- Do you prefer in-person or on-line?

A blurred background image of a desk. In the foreground, a pair of black-rimmed glasses rests on a white notebook. A red ribbon is tied around the notebook. The background shows a stack of papers and a wooden desk surface.

HOUSE KEEPING FOR US

- If you haven't yet, please let us know how we can check out your first self-evaluation. (And if it's coming in a little later, no worries - just give us a heads up.)



LET'S TALK ASSESSMENTS,
PALS.

(And final grades, too.)

“A PEDAGOGY OF
KINDNESS”
BY CATE DENIAL

“There’s an obvious chance that I could be taken advantage of in this scenario, that someone could straight-up lie and get away with it.”

“To extend kindness means recognizing that our students possess innate humanity, which directly undermines the transactional educational model to which too many of our institutions lean, if not cleave. Transactional models of education identify students as consumers and teachers as retail workers who must please their customers (an inhumane model for retail sales as well as the world of learning).”

"EMBRACING
SUBJECTIVITY"
BY MAHA BALI

"Palmer talks about how our academic culture suppresses subjectivity, and by doing so, distances students from their own inner realities. He calls on us as teachers and learners to reclaim our hearts and to address each other's souls, an idea also suggested by bell hooks. To do so, we need to stop thinking of external reality as more valuable than subjectivity, to stop treating subjectivity as a barrier to overcome. Let's embrace it as the human condition, treat ourselves and our students as whole, absolutely subjective, human beings, and see where that takes us."



WHO DO WE WANT TO BE AS TEACHERS?

These two texts get at a larger question: when we enter the classroom, who do we hope to be?

Ultimately, your teaching philosophy is an articulation of that person.

Let's take five minutes of quiet reflective time to make some notes about who you want to be as a teacher. It can be a list of adjectives, a story that springs to mind, a series of doodles: anything the question evokes for you.

TEACHING PHILOSOPHIES
ARE HARD.

It's a document that is
simultaneously
aspirational and
actionable.



BREAKOUT ROOMS (WHAT, REALLY?)

In groups of three or four, talk about what commonalities you noticed in the Teaching Philosophies you reviewed for today's class.

Try to agree on five!



DEBRIEF!

WHAT THE HECK IS IT
FOR, ANYWAY?

Include in your APAR or Performance Review as evidence of your reflective practice.

Many hiring committees and all tenure/promotion reviews require them, as do many awards committees.

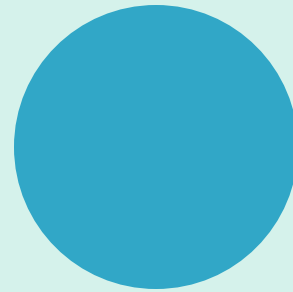
It's also an excellent exercise in thinking through your practice and reflecting on whether it meets your philosophy.



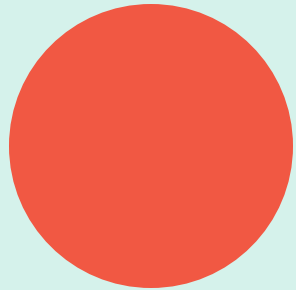
WHAT SHOULD YOUR TEACHING PHILOSOPHY LOOK LIKE?



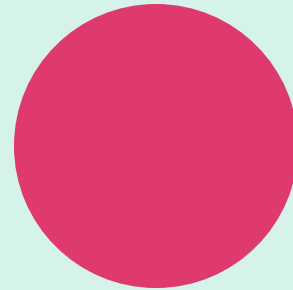
Be concrete: for every lofty ideal, include 1-2 concrete examples of how you enact it.



Use narrative first-person (tell the story of your teaching) and steer clear of jargon.



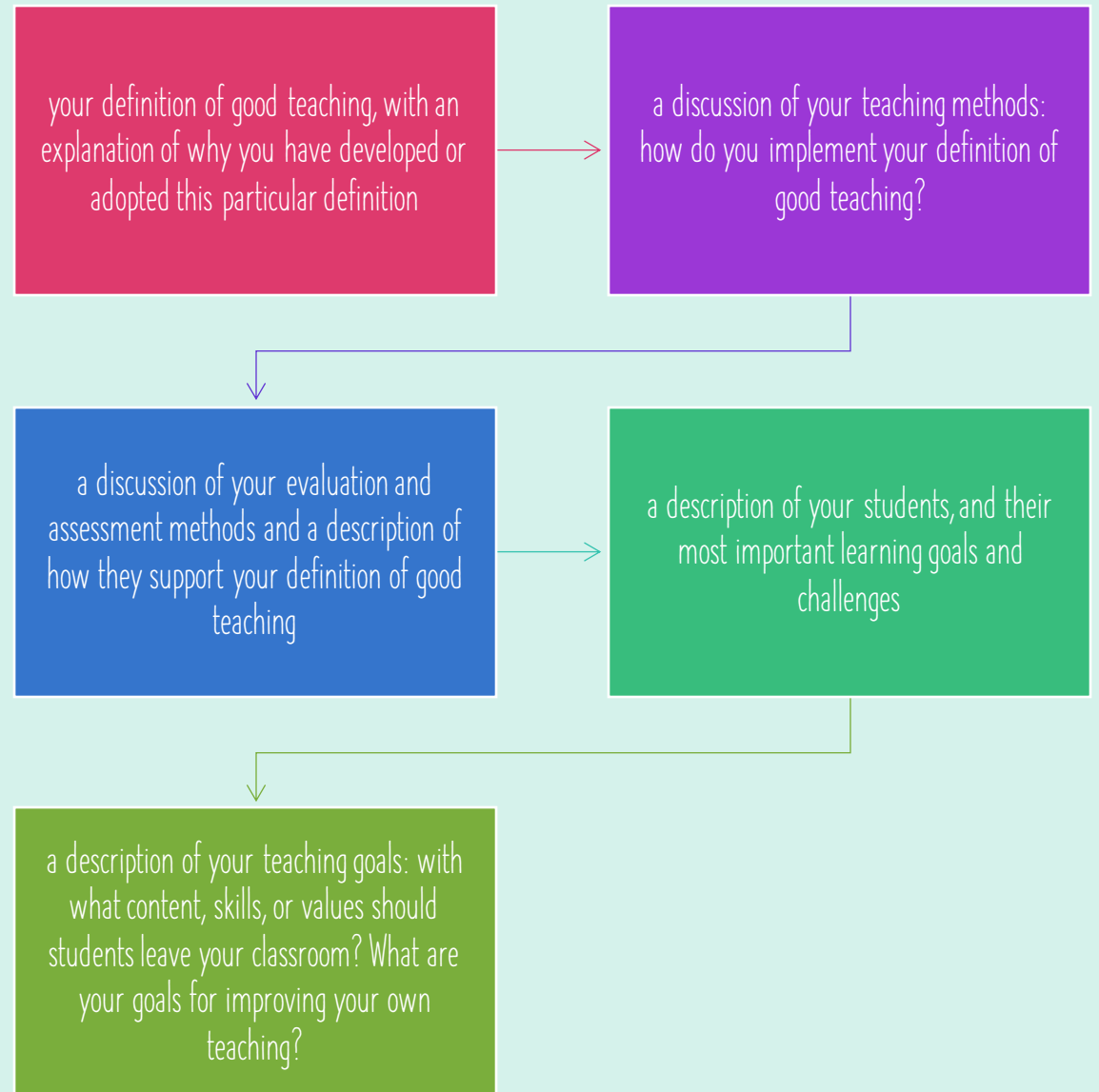
Do not just repeat content from your CV without context.



Watch how you describe yourself (avoid clichés) and students (don't be condescending).

WHERE COULD YOU START?

(BORROWED FROM UNIVERSITY OF TORONTO'S
CENTRE FOR TEACHING SUPPORT AND INNOVATION)



BUT REMEMBER...

... for our purposes, we
want to know how
technology fits into your
teaching philosophy.

AS IT JUST SO HAPPENS, BRENNNA JUST GOT
WORD HER PRC IS COMING UP IN JANUARY

... so she's drafting one right alongside you.

Teaching philosophy drafts
due on November 10.

Time for more questions (and
a copy of Brenna's draft, if
you want it) on November 3.

DATES TO REMEMBER...

REMEMBER:
OFFICE HOURS

MONDAYS 12-1 (BRENNAN)
AND 4-5 (JAMIE)

.... EXCEPT 25 OCTOBER
(ENDING AT 12:30 FOR
TOWN HALL, BUT PLEASE
EMAIL FOR APPOINTMENT)

SEE YOU NEXT WEEK!

Guess what? We're halfway there! Five classes down, and five more to go!