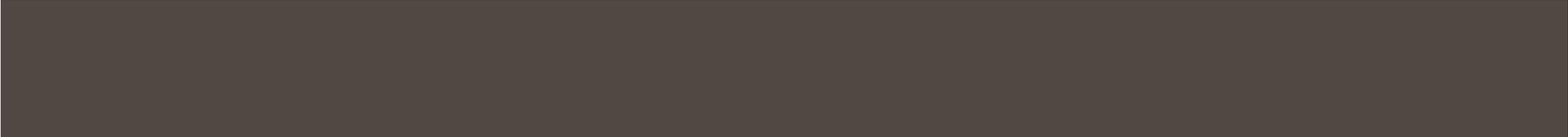




TALKING TEACHING FOR YOUR FUTURE (AND BEYOND)

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Teaching Talk Moments For Faculty Careers

Application Letters

Teaching Statements

Teaching Portfolios

Teaching Demos

From Teaching to Learning

- “A paradigm shift is taking hold in . . . higher education. In its briefest form, the paradigm that has governed our colleges is this: A college is an institution that exists to provide instruction. Subtly but profoundly we are shifting to a new paradigm: A college is an institution that **exists** to produce learning. This shift changes everything.”

Barr and Tagg, *Change*
(1995)

Characteristics of Good Teaching Talk

- Focused on Student Learning
- Committed to Inclusivity and Student Success
- Conversant with Different Methods
- Grounded in Sources

Categories of Teaching Talk

Course Design (Backward)



Classroom Practice (Active)



Forms of Assessment (Varied)



Feedback and Support (Inclusivity)

Teaching Statements



- Evidence of Practice
- Convey Reflectiveness
- Communicate Teaching as Valued
- Student- or Learning-Centered
- Clear and Readable

Meizlish and Kaplan

(2008)

Distinctive Teaching Statements: Origin Stories

- . . . I began volunteering as an undergraduate research assistant in an insect systematics laboratory, and began sorting through large jars of insects that were stored in ethanol. The amazing diversity of insects found in one jar was so fascinating that I would spend around eight hours sorting through these samples. My time in the lab allowed me to get involved in field work, learn different sampling techniques, and become familiar with how data were processed. I finally got to *experience* the dynamic, fun nature of science! Learning had become so much more, because science wasn't just an isolated subject in a textbook – it meant using real processes to study real phenomena.

OSU UCAT

Distinctive Teaching Statements: A Central Conceit

I anchor my pedagogy in three interrelated principles, outlined below around Latin maxims. These dictums are not mere flourishes; were you to take my class, you would hear them repeated regularly. Forming the foundation for specific teaching strategies and the constant evaluation of those methods, these principles never allow me to forget that the best teacher is one who adopts the perspective of a perpetual learner. To lead by example, then, I am always seeking to further my own skills in listening, collaboration, and application of knowledge to everyday practices.

OSU LICAT

Distinctive Teaching Statements: Rich Examples

I want my students to develop a sense of historical empathy: to make connections with their subjects, to understand that history is not just the study of what happened but also the study of how it happened and of how people understood, explained, and lived with what happened. Sometimes I help my students do this through role-playing exercises. One of the most effective discussion sections I led was for a Civil War class, when I split my students into pairs, gave each pair a character such as Spotswood Rice, African-American Union soldier or Godfrey Bainbridge, white southern planter, and asked the question: What was at stake for you in Reconstruction? and then Who might have been your ally?

Yale CTL

Which approach did you find most effective? OR Which approach does your teaching statement contain?

Origin
Story

Central
Conceit

Specific
Example

Most Common Portfolio Items

- Student Evaluation Data (Testimonials)
- Teaching Responsibilities (Experience)
- Syllabi (Other Course Documents)
- Teaching Statement
- Evidence of Teaching Development

Peter Seldin (2009)

Portfolio Items: Provide Context and Purpose

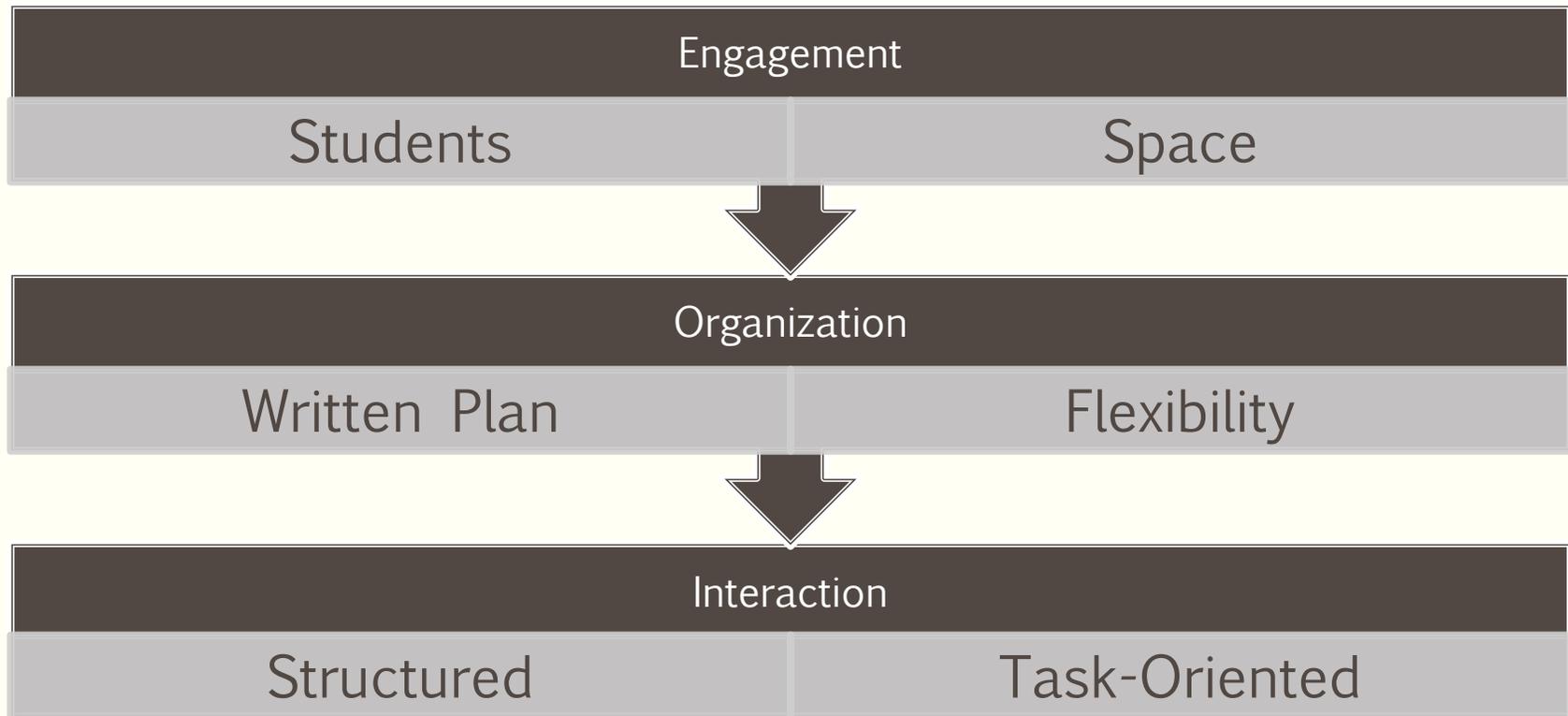
- What is this item?
- What does it illustrate about your teaching?
- [Does it connect to your teaching statement?]

The Teaching Demo

- “Our survey shows that 62% of biology departments require a teaching demonstration . . . When teaching demonstrations are included in the interview process, candidates are most often asked to prepare materials for an undergraduate course for majors, irrespective of institution type. Faculty members of the department and hiring committee typically attend the presentations. Students are also present in about one-third of the cases. Regardless of the audience, candidates are typically told to treat the audience as though they were students.”

(2013)

Teaching Demos



Steps to Successful Applications

- Get Teaching Experience
- Learn the University
- Write Your Teaching Philosophy
- Envision Your Dream Courses, but . . .
- Think Creatively About Service Courses
- Consider Your Contribution

Future Teaching Talk

Practice

Reflection

Improvement

Resources: Web Sites

- ❑ *Chronicle* and *Chronicle Vitae* (“Advice”)
- ❑ *Insidehighered.com* (“Career Advice”)
- ❑ *Facultyfocus.com* (teaching tips and brief overviews of new research on higher ed teaching)
- ❑ *teachinginhighered.com* (podcast)

Resources: Social Media

- Build a personal learning network of higher education resources through Twitter.
- @LangOnCourse
- @FacultyFocus
- @CaltechCTLO
- #teaching
- #learning
- #highered
- #edu
- #education

Resources: Books

- ❑ *What the Best College Teachers Do* (2004)
- ❑ *Make it Stick: The Science of Successful Learning* (2014)
- ❑ *How Learning Works: 7 Research-Based Principles for Smart Teaching* (2010)
- ❑ *Minds Online: Teaching Effectively with Technology* (2014)
- ❑ *The Spark of Learning: Energizing the College Classroom with the Science of Emotion* (2016)