Writing an Effective Teaching Philosophy Statement

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Kaneb
Center
for Teaching and Learning

TEACHING PHILOSOPHY
Connections

As a teacher I strive for more than imparting basic principles and knowledge about sociology to students; I strive for connections. Anyone can stand before a sea of students and convey basic information about their discipline or their line of research, but few can truly connect with the students and create a spark that ignites the desire to *really* learn. In my classes I find that connecting on a personal level fosters connections with the course materials and cultivates a desire for students to show up, become active, and learn.

In striving for these connections, I endeavor to make learning a three-dimensional experience. First, by engaging the students with current and relevant sociological materials and exercises that challenge their views about the social world, I aim to show them what sociologists *do*. Second, by incorporating on-campus activities, e.g., the annual production of *The* Vagina *Monologues*, into the course design, I aim to create a connection between student learning and campus life. Students learn that sociology is not solely something that happens between the covers of academic books. In my classes students realize sociology is part of their everyday world, and this starts with activities I use to get students out of the classroom and into the "real world." Achieving this connection helps students see that fundamentally, we are all sociologists at heart.

Third, by discussing local, national and global issues as they emerge during the semester, I encourage students to connect sociology with multiple levels of their reality (i.e., sociology happens at the micro, meso and macro levels of reality). At the local level we discuss changes in the social contexts in which they live and the social consequences that follow. At the national level we discuss relevant news items such as election issues, problems with the economy or the housing industry. Finally, at the global level we discuss such things as political conflict and environmental issues. By showing them how to make connections in their lives via sociological materials, campus activities and the multiple layers of their social reality, I see students connect with sociology. These connections have been so strong that each semester I net at least two or three new sociology minors or majors. Moreover, the students I teach leave my course actually knowing what sociologists *do* and thereby mitigating conflation with psychology and other social sciences.

I believe that learning is a multifaceted experience that should not flow in a unidirectional manner from student to teacher. My teaching methods not only create a flow of information between me, as the teacher to the students, but also from the

students to me. By incorporating activities and student projects in which the students take turns teaching, discussing or reporting what they have learned or experienced in the social world, the flow of teaching and learning is bi-directional. For instance, as students learn the methods of sociological research, they are given the freedom to choose topics that interest them and report their research findings to me and the entire class. In other words, my teaching philosophy includes room for the voice of students (not just mine). This means that the students are given the opportunity to personalize what they learn about in my classes. It also means that with each semester, my teaching ability, and knowledge about how the social world affects the students grows and I am continually learning as well. Moreover, and perhaps more importantly, because of the reciprocal nature of information in the courses I teach, the connection students make with sociology is even stronger than it would be if information were imparted solely with a teacher-to-student flow.

Clearly making a personal connection with students is also important to me. Therefore, I frequently use my own experience (e.g., as a student, as an employee, as a person in a family, etc.) to illustrate sociological concepts, theories, and important learning points. This appears to resonate with students at all levels and tears down the barrier between professor and student, as well as creates a comfortable environment for students to participate. For example, in a discussion related to breaking social norms (which we all do to some degree or another), if I use myself as an example, say rolling through, instead of completely stopping at, stop signs, the students are more inclined to reveal their minor breaches of social norms as well. Thus, rather than remaining aloof from the students, I put myself in their camp by using myself as an example in order to generate rich and meaningful discussions about sociology. Although this approach to teaching may not work for all professors, I am comfortable connecting with students in this manner.

Finally, as evidenced by my teaching evaluations, I strive to bring energy and enthusiasm to the classroom. By showing students that I passionately care about the social reality which we, as humans, all play a part in creating I encourage them to care about the construction of social reality as well. Rather than feeling powerless and constrained by social structures in society or their impinging psychological processes, students leave my courses feeling empowered and believing that their voice matters and that their actions count in building the world around us. The only way I know to create this kind of empowerment is to bring energy and enthusiasm about sociology to the classroom. After all, if I do not exhibit profound interest in the social reality I teach about, why should they?

Statement of Teaching Philosophy

I enjoy teaching courses on the Bible because of my students' excitement and fascination as they discover new perspectives on familiar stories. As readers, we encounter these stories on several levels . First, there is the textual level, including narratives of the Flood, the Exodus, and the growth of the early Church, recounting ancient events which cannot always be verified historically. Next are ongoing religious traditions revolving around these stories, the result of centuries of analysis and interpretation by religious groups who revere these stories. Finally, there is the personal level, each reader's unique experiences of interacting with these ancient stories and faith traditions. The first two levels are often addressed in the classroom, but it is the third level that may be the most important to students. As a teacher, my goal is to create an environment in which my students can reflect on all three levels, considering the Bible, their own religious traditions, and the personal significance of these traditions for their lives. In the process there may be friction and disputes, but through this interaction and dialogue, we can learn and grow together. I see this as a form of ministry, supporting my students as they struggle to incorporate new perspectives into their views of the world and themselves.

To facilitate this reflection, I work to bring the ancient world to life for my students to show them the historical, societal, and global context of the Bible's traditions. Along the way, I discuss other religious traditions as well, but I have often found that my students need a stronger foundation in their own tradition before learning about others. However, I have learned that one semester is not enough time to cover all the relevant information about the Bible. Thus I emulate several of my college professors in facing this dilemma.

For instance, one biology professor told us that she could not teach us all we needed to know. Instead, she tried to give us the necessary tools so that for the rest of our lives we could analyze reports on biological discoveries and know where to look for more information, even if we never studied biology again. A conflict management professor insisted on the practice of reflexivity - whenever we made a statement about another person or group, we had to first ask ourselves what it would be like to be in that situation. Finally, an English professor taught a class on spiritual autobiography by having us read classics in the genre while working on our own spiritual autobiographies, thus integrating academic and personal reflection.

Following their examples, I try to use a combination of these approaches in my classes. While I cannot cover everything in a semester, I can model scholarly approaches to individual texts and books of the Bible so that my students can then apply these tools to other passages on their own. For instance, I ask them to analyze and compare the two creation stories in Genesis 1 and 2 before introducing the Documentary Hypothesis, a scholarly solution to the differences

between versions of the same story in the Torah. As often as possible, I ask questions that encourage my students to consider the meaning of biblical teachings in the context of modern social or political issues, putting themselves in the role of interpreters, not just readers. One question that always spurs a lively discussion is how the hardening of Pharaoh's heart affects our understandings of God's nature and our own free will. I have found technological tools like PowerPoint and WebCT useful in extending interaction and discussions beyond the classroom. Finally, I encourage my students to consider the meaning of the texts in their own lives, knowing that they may all come to different conclusions. They are often surprised when I tell them that they are already "doing theology" by trying to solve some of the same puzzles scholars face.

I expect a lot from my students. Preparation, attendance, and involvement are mandatory. Participation in an on-line discussion group helps extend their engagement with the topic, in addition to allowing some students to speak up electronically who might be too hesitant to speak in class. In giving assignments, I present different kinds of activities to allow for different learning styles, including visits to different churches, group projects, debates, and theological analyses of popular movies. I also give them opportunities to strengthen their ability to think critically and express themselves and in writing. The resulting increase in student interaction and reflection has been rewarding for both them and me.

I enjoy teaching introductory courses to the Bible, especially the challenge of introducing new ways of understanding the Bible. There are also several courses I would like to develop for the future, drawing on classes I enjoyed taking or assisting as an instructor: Spiritual Autobiography, Jewish-Christian Relations, Holocaust Studies - Historical and Theological, and the World of the Bible, both in terms of archaeology and other texts from the Ancient Near East. Some of these classes are interdisciplinary, and if the opportunity arises, I would greatly enjoy team-teaching with colleagues from other disciplines.

Having participated in archaeological field schools as a student and a staff member, I can attest to the intellectual and personal growth possible through exposure to the peoples, culture, and history of the Middle East. Although such trips are difficult or impossible at this moment, I hope in the future to bring some of my students on such life-changing trips.

I have always enjoyed learning about the history of the ancient world and the way people lived and I hope that my students will share some of my excitement. When the semester ends, I hope that I have both conveyed some of the basic information about this field and given them an opportunity to reflect on the Bible's stories on several levels - what the Bible says, what various traditions say, and what these ideas mean in their own lives.

College instructors are *designers*; they are *engineers*.

The model of instructor-as-information-transmitter is obsolete. Good instructors do not believe that students are empty receptacles waiting to be filled with knowledge. Good instructors are not speech-writers, they are not entertainers, and they are not self-important sages leading a flock of believers. Good instructors are designers: designers of significant learning opportunities, designers of authentic, motivating, relevant problems and discussions, designers of effective methods for assessment and feedback.

Fortunately for me, my training is in chemical engineering, in which I have been tasked to design effective solutions to complicated problems. Designing effective courses and curricula is analogous to designing a chemical process, though if we view students as the raw feed and course content as unit operations, we are ignoring the important human element: every student is a person with different experiences, motivations, experiences, and goals for the future. However, I can design learning opportunities with this in mind, and so my *teaching philosophy* is still more of a *design philosophy*, and I will present my ideas in that way. I believe that effective course and curriculum design is absolutely essential to producing knowledgeable, responsible, and effective engineers.

A well-designed course breaks down into three major components, each equally important, and each absolutely interconnected to the others: (1) learning-related goals, (2) significant activities, and (3) meaningful feedback and assessment.

Learning goals may be readily established in some form, based on a previous course description, expected outcomes related to accreditation, or other aspirations of the institution or curriculum. Often, these established goals focus on knowledge and ability to apply this knowledge in the real world, but once again, this idea can ignore the human element: students should also care about such knowledge and applications, understand how it affects his or her contributions to society, and know how to be a self-directed learner. One way I have used to get students to address these less tangible goals is to implement a portfolio system, in which students communicate their own backgrounds and goals and put engineering material in the context of their own experiences.

Activities related to teaching and learning may vary as a result of resources, such as time and space, as well as the composition of the students in attendance. These "activities" may range from two-minute small group discussions of a concept or problem all the way to a semester-long project tackling a complex issue. When designing a sequence of activities, I remind myself that what students learn is a direct result of what they *think* and what they *do*. Lecturing can be necessary to provide context or information, but students take more ownership over material when they are given opportunities both inside and outside class to work with it themselves. I try to design long-term projects such that they incorporate a variety of tools and skills, not all of which I necessarily cover in detail in a lecture. For example, for a computational methods course, I had students begin to optimize the release rate of a hypothetical drug into the bloodstream before explicitly explaining methods of optimization. This allowed students to consider their own prior knowledge and put it in context of the formal methods illustrated in the textbook. I similarly try to develop short activities again with learning, and therefore *thinking* and *doing*, in

mind. These activities include leading new topics with brainstorming sessions, breaking out of lecture regularly to have students discuss an idea in small groups before bringing insights to the entire class, and designing homework and exam questions with explicitly direct and clear ties to learning goals.

Meaningful feedback and assessment naturally ties in with the other two concepts: without assessment, there is no way to determine whether the learning goals are achieved, and without feedback, a book could provide activities as easily as a professor. I believe it is important to have frequent feedback and clear points of assessment. If a set of learning activities is properly motivated, then some class activities and homework sets can focus entirely on feedback, giving students multiple opportunities to explore and sometimes fail, without repercussions on their grade for the course. Examples of this idea include requesting periodic updates or drafts of long-term projects, or holding "minute quizzes" at the start or end of class to have students communicate their understanding in a way that does not affect grades. I have found that it may be necessary to incorporate "participation points" in these activities to acquire conscientious contributions, but I keep this score based on perceived effort and of lesser weight in computing final grades. Items to be assessed can be revised versions of previous homework or projects, or exams designed with previous activities and learning goals explicitly in mind.

Finally, to instill a sense of caring and personal responsibility in my students, I do my best to communicate my own enthusiasm and investment in the course and its content. I provide my students several opportunities to provide feedback to me as well as themselves, through periodic brief questionnaires and specific homework assignments. I make explicit connections to real-world examples when they are not already obvious. I realize that not all students will take a vested interest in the course, but I certainly do, and I will act in such a manner. I communicate my expectations as clearly as I can to minimize anxiety over course grades and to keep the focus on the purpose of my course: learning. I try to make clear to my students that I am not only interested in their learning the material, but their learning how to apply it, why it matters, how it affects them as an engineer, and how to learn more on their own.

Currently, given my own experiences in learning, teaching, and research, I feel most comfortable teaching topics in computational methods, process control, chemical kinetics, and introductory topics in engineering or chemical engineering, such as material and energy balances. I am willing and able to instruct any core course in engineering, and I am also happy to provide advising support for both academic and extracurricular pursuits. Further, I am prepared to teach concepts such as population biology or ecology from an engineering perspective, should such an elective be desired.

I feel that as I design more learning experiences for my students, I will simultaneously be providing myself with new opportunities to learn and explore the dimensions of course content, application, societal importance, and personal significance. I intend to stay current on the latest results of research in cognition and education to help form these learning experiences, and to incorporate these experiences into my own research in engineering education.

Teaching Philosophy

A scientifically literate society is a better society, and as a physics teacher I have a passion for contributing by clearly communicating scientific ideas and methods. My goal is to create a learning environment where students develop the knowledge and tools they need to succeed as undergraduates and later in life. One of the greatest benefits of learning physics, for scientists and non-scientists alike, is the development of techniques for investigation and critical thinking. However, it is common for students of physics to face a disconnect between what they are learning in the classroom and what they imagine they can use that knowledge for—a problem exacerbated by the often idealized nature of undergraduate physics problems. Bridging this disconnect for students is a major factor in their "deep learning" of the material,[1] which I would approach by giving context for the material, creating cohesion among topics, considering appropriate learning goals, making the students active participants in their learning, and establishing physics as a human endeavor.

Telling stories is one of the most powerful tools we have as humans to communicate with each other, and particularly to communicate in a way that enables deep learning. In the context of physics, narratives can be built around particular problems by providing motivation (Why do scientists care? Why should the student care?), a logical development of the solution (How do we solve it? What tools do we have?), and the solution itself put into context (Does this solution always hold? When can it be used?). As the students develop answers for these questions, they will not only be able to solve a problem but also to explain why it needs to be solved.

However, even when students understand a particular problem, they may not see how it connects to the other topics in their course. A narrative must also be built at the grander scale of the course itself—what holds all of the topics in the course together? To a first year student, ballistic motion and angular momentum might not seem to have anything in common; however, both are the result of Newton's Second Law and can tell us how objects move in time and space. As I build up a contextual framework, students can see that physics is not a disjointed set of mathematical story problems but a coherent science with abundant techniques for approaching problems.

Students take physics classes for many different reasons. A diversity of students requires a diversity of learning goals and teaching techniques. For the humanities students, I hope to enable them to continue in their chosen field with a grasp of the fundamentals of physics, an idea of how physics interacts with society, and a positive association with science. For the pre-med students, I hope to enable them to recognize the critical thinking tools they've developed and connect the scientific method with the practice of medicine. For the science majors, I hope to enable them to continue to learn the physics they need to do their research, but also to have an example of how to talk about science so that they too can be good communicators.

A diversity of teaching techniques is vital because of the differences in student learning styles. However, most importantly, students who are mere passive receptacles of knowledge do not learn as well as those who are active participants. In that light, I will provide many different ways for students to actively engage the material. During lectures, students will participate in hands-on demonstrations, answer my questions, and discuss with each other possible solutions for harder questions. Also,

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1   Millis, B. J. "Promoting Deep Learning" IDEA Paper No. 47, Manhattan, KS: The IDEA Center, Retrieved April 7, 2011, from http://www.theideacenter.org/IDEAPaper47.

activities like self-graded in-class quizzes and the use of clicker technology deliver valuable feedback while providing a time to reflect and digest the information in the lecture. Laboratory time will also allow students to have direct experience with the tools and techniques that demonstrate historical and modern research. I will also address the specific needs of students with learning or physical disabilities; for example, when I tutored a blind student, she found it helpful for me to make auditory analogies instead of the typical visual ones.

Many students need a human face put on physics before they can connect with the material. This connection can come from the historical setting in which discoveries were made and from the lives of the scientists who made them. For example, the historical development of the wave/particle duality of light provides insight into the scientific method as different experiments supported different theories, until finally consensus was reached. Learning of the contributions of women and minorities in science can help students of those demographics see their legitimate place in physics. An affirming moment in my own experience was when I learned about Emmy Noether; when I learned the background of her development of the theorem it gave me an example of perseverance to which I could relate. Students who wish to continue in science may benefit from seeing how classwork connects to real research— hands-on demonstrations and lab work can help them identify as active participants in the scientific process.

A practical example of my teaching philosophy in an Electricity & Magnetism class could be the presentation of the Ampère-Maxwell Law. Because Maxwell's equations describe the behavior of electric and magnetic fields, they provide a good framework for much of the course. The narrative can start with the original Ampère law, which is only valid for magnetostatics; students can discover its limitations by working through in groups the problem of a charging capacitor. I would discuss the historical development of a correction by Maxwell, called "displacement current," whose arguments depended on the ether,[2] and compare with the modern derivation. Unfortunately, the correction term that Maxwell added is small and difficult to detect experimentally. Instead, I would run a lab that lets the students use an effect of the displacement current to calculate the speed of light from an LC circuit. This lab also demonstrates the fundamental achievement of Maxwell's equations, to connect electromagnetism with light.[3]

The pursuit of improving my teaching is a lifelong commitment, because excellence in teaching is not just a result of talent but is predominantly a collection of practiced skills. In the classroom I can push myself to try new techniques and adapt my teaching based on student feedback. I will also seek out conversations with more established professors and read education journals. Improving my teaching to create the best possible learning environment will help my students develop into well-rounded and engaged learners.

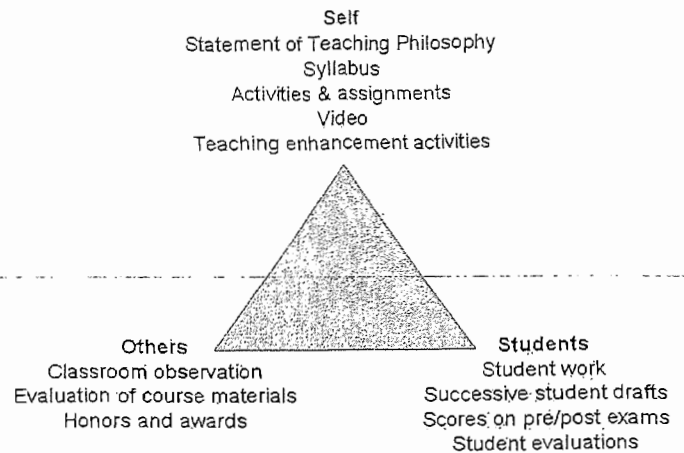2 Griffiths, David, *Introduction to Electrodynamics.* 2nd Ed. Englwood Cliffs, NJ: Prentice-Hall, 1981
3 Resnick, Robert and David Halliday, *Physics for Students of Science and Engineering.* Vol 2, 2nd Ed, New York, NY: Wiley, 1960.

Teaching Statements and Portfolios for Job Seekers

What is a statement of teaching philosophy (or teaching statement)?

- For graduate students, typically a two-page description of your philosophical and practical approach to teaching: what do I do and why do I do it that way?

- A scholarly argument drawing upon specific sources of teaching evidence (see figure) to demonstrate your success as a teacher.

- A document that encourages your own self-reflection, that highlights for others your best teaching qualities, and that demonstrates your preparedness for the demands of a faculty career.

Sources of evidence for a teaching statement and portfolio

Self
Statement of Teaching Philosophy
Syllabus
Activities & assignments
Video
Teaching enhancement activities

Others
Classroom observation
Evaluation of course materials
Honors and awards

Students
Student work
Successive student drafts
Scores on pre/post exams
Student evaluations

What questions are addressed in a teaching statement?

Your learning goals for your students:
- What most interests you about your discipline?
- What do you hope students will appreciate about your discipline?
- What knowledge, skills, and attitudes are important for student success in your discipline?
- How are these disciplinary knowledge, skills, and attitudes related to students' academic, personal, and professional success?

Your teaching methods:
- What do you see as the relationship between the student and the teacher?
- What do you see are the respective responsibilities of the student and the teacher?
- How are these relationships and responsibilities reflected in your teaching methods?
- How do these methods contribute to your learning goals for students?
- Why are these teaching methods appropriate for use in your discipline?
- What pedagogical resources (disciplinary and general) support your teaching methods?
- How are your teaching methods attentive to diverse student expectations and needs?
- How do your personal characteristics and values affect your choice and implementation of your teaching methods?

Your methods for assessing student learning:
- What learning assessment tools do you use (e.g., tests, papers, portfolios, journals) and why?
- How do you know your learning goals are being achieved using your teaching methods?
- What do these learning assessments and their outcomes say about your teaching?

Your assessment of your own teaching:
- How do you know that your teaching is effective and that your students are learning? What forms of data do you use to determine your effectiveness as a teacher?
- What do your teaching assessments (e.g., student evaluations, peer evaluations, teaching awards, informal commentary from students) say about your teaching?
- What are your strengths as a teacher? How can you document these strengths?
- How will you improve students' achievement of these learning goals?
- What aspects of your teaching are you working on now?

Teaching Statements and Portfolios for Job Seekers

What materials could you include in a teaching portfolio (or dossier)?

Statement of teaching philosophy (~2 pages)

Course descriptions or teaching history (1-2 pages)
- Level of course
- Course enrollment
- Major topics/concepts
- Major responsibilities

Course materials
- Syllabi
  - Show syllabi from 2-3 different courses
  - Present syllabi for courses for which you had the most responsibility
  - Include at least one syllabus proposal
- Activities/assignments/exams
  - 1-2 activities/assignments per course
- Sample student work
  - 1-2 samples of student work per course
  - Consider including successive graded drafts
  - Ask the student for permission and remove his/her name from the work

Complete student evaluations
- Select evaluation data from a 2-3 different courses
- Numerical/quantitative data
  - Include copy of evaluation services printout from those selected courses
- Comments/qualitative
  - Type all comments from those selected courses; do not "filter" these comments
  - Indicate "complete comments" at top of page

Summary student evaluations
- Summarize evaluation data from most or all courses taught
- Numerical/quantitative
  - Present data in a graph or a table
    - Select 5 rated items at most for each course
    - Consider what data to present: mean score (0-4), percent selecting agree and strongly agree, percentile
- Comments/qualitative
  - Select comments that reflect achievement of learning goals
  - Group comments into ~5 categories
  - Present 3-5 quotations per category
  - Include course number and semester in brackets after quote

Observations from supervisor

Observations from peers, instructional consultants, and/or other faculty members

What organizational elements are helpful in a teaching portfolio?

Table of contents

Section dividers or tabs (sections organized by course or by document type)

Content introductions for each section
- What are you showing in this section?
- Why are you showing these elements of your teaching?
- What is important to notice about those elements of your teaching?

Possible Components	Excellent	Needs work	Weak
Goals for student learning: What knowledge, skills, and attitudes are important for student success in your discipline? What are you preparing students for? What are key challenges in the teaching-learning process?	Goals are clearly articulated and specific and go beyond the knowledge level, including skills, attitudes, career goals, etc. Goals are sensitive to the context of the instructor's discipline. They are concise but not exhaustive.	Goals are articulated although they may be too broad or not specific to the discipline. Goals focus on basic knowledge, ignoring skills acquisition and affective change.	Articulation of goals is unfocused, incomplete, or missing.
Enactment of goals (teaching methods): What teaching methods do you use? How do these methods contribute to your goals for students? Why are these methods appropriate for use in your discipline?	Enactment of goals is specific and thoughtful. Includes details and rationale about teaching methods. The methods are clearly connected to specific goals and are appropriate for those goals. Specific examples of the method in use within the disciplinary context are given.	Description of teaching methods not clearly connected to goals or if connected, not well developed (seems like a list of what is done in the classroom). Methods are described but generically, no example of the instructor's use of the methods within the discipline is communicated.	Enactment of goals is not articulated. If there is an attempt at articulating teaching methods, it is basic and unreflective.
Assessment of goals (measuring student learning): How do you know your goals for students are being met? What sorts of assessment tools do you use (e.g., tests, papers, portfolios, journals), and why? How do assessments contribute to student learning? How do assessments communicate disciplinary priorities?	Specific examples of assessment tools are clearly described. Assessment tools are aligned with teaching goals and teaching methods. Assessments reinforce the priorities and context of the discipline both in content and type.	Assessments are described, but not in connection to goals and teaching methods. Description is too general, with no reference to the motivation behind the assessments. There is no clear connection between the assessments and the priorities of the discipline.	Assessment of goals is not articulated or mentioned only in passing.
Creating an inclusive learning environment, addressing one or more of the following questions: •How do your own and your students' identities (e.g., race, gender, class), background, experience, and levels of privilege affect the classroom? •How do you account for diverse learning styles? •How do you integrate diverse perspectives into your teaching?	Portrays a coherent philosophy of inclusive education that is integrated throughout the philosophy. Makes space for diverse ways of knowing, and/or learning styles. Discussion of roles is sensitive to historically underrepresented students. Demonstrates awareness of issues of equity within the discipline.	Inclusive teaching is addressed but in a cursory manner or in a way that isolates it from the rest of the philosophy. Author briefly connects identity issues to aspects of his/her teaching.	Issues of inclusion are not addressed or addressed in an awkward manner. There is no connection to teaching practices.
Structure, rhetoric and language: How is the reader engaged? Is the language used appropriate to the discipline? How is the statement thematically structure?	The statement has a guiding structure and/or theme that engages the reader and organizes the goals, methods, and assessments articulated in the statement. Jargon is avoided and teaching terms (e.g., critical thinking) are given specific definitions that apply to the instructor's disciplinary context. Specific, rich examples are used to bolster statements of goals, methods, and assessments. Grammar and spelling are correct.	The statement has a structure and/or theme that is not connected to the ideas actually discussed in the statement, or, organizing structure is weak and does not resonate within the disciplinary context. Examples are used but seem generic. May contain some jargon.	No overall structure present. Statement is a collection of disconnected statements about teaching. Jargon is used liberally and not supported by specific definitions or examples. Needs much revision.

Rubric for Statements of Teaching Philosophy developed by Matt Kaplan, Chris O'Neal, Debbie Meizlish, Rosario Carillo, and Diana Kardia

Teaching Goals Inventory

Source: T.A. Angelo and K.P. Cross, 1993. *Classroom Assessment Techniques.* San Francisco: Jossey-Bass, p. 13-23.

Take the inventory online at: http://fm.iowa.uiowa.edu/fmi/xsl/tgi/data_entry.xsl?-db=tgi_data&-lay=Layout01&-view

Purpose: The Teaching Goals Inventory (TGI) is a self-assessment for instructors. Its purpose is threefold: (1) to help instructors become more aware of what goals they want to accomplish in individual courses; (2) to help instructors locate Classroom Assessment Techniques they can use to assess how well they are achieving their goals; and (3) to provide a starting point for discussions of teaching and learning goals among instructors.

Directions: Please select ONE course you are currently teaching. Respond to each item on the inventory below in relation to that particular course. Your responses might differ between your teaching and learning goals for an introductory course and an advanced course in your discipline.

For the specific course you have selected, please rate the importance ---from *Essential* to *Not Applicable* --- of each of the fifty-two goals listed below. Assess each goal's importance with respect to what you deliberately want your students accomplish and not with respect to that goal's general worthiness. There are no "right" or "wrong" answers, only personally more or less accurate ones. In general, a level of of discrimination that produces somewhere between 3-18 "essential" goals works well for this inventory.

A self-scoring worksheet is available at the bottom of the inventory.

Essential	A goal you almost always try to achieve	= 5	
Very Important	A goal you often try to achieve	= 4	
Important	A goal you sometimes try to achieve	= 3	
Unimportant		A goal you rarely try to achieve	= 2
Not applicable	A goal you never try to achieve		= 1

Name of Course_____

1. Develop ability to apply principles and generalizations already learned to new problems and situations	5	4	3	2	1
2. Develop analytic skills	5	4	3	2	1
3. Develop problem-solving skills	5	4	3	2	1
4. Develop ability to draw reasonable inferences from observations	5	4	3	2	1
5. Develop ability to synthesize and integrate information and ideas	5	4	3	2	1
6. Develop ability to think holistically: to see the whole as well as the parts	5	4	3	2	1
7. Develop ability to think creatively	5	4	3	2	1
8. Develop ability to distinguish between fact and opinion	5	4	3	2	1
9. Improve skill at paying attention	5	4	3	2	1
10. Develop ability to concentrate	5	4	3	2	1
11. Improve memory skills	5	4	3	2	1
12. Improve listening skills	5	4	3	2	1
13. Improve speaking skills	5	4	3	2	1
14. Improve reading skills	5	4	3	2	1
15. Improve writing skills	5	4	3	2	1
16. Develop appropriate study skills, strategies, and habits	5	4	3	2	1
17. Improve mathematical skills	5	4	3	2	1
19. Learn concepts and theories in this subject	5	4	3	2	1
20. Develop skill in using materials, tools, and/or technology central to this subject	5	4	3	2	1
21. Learn to understand perspectives and values of this subject	5	4	3	2	1
22. Prepare for transfer	5	4	3	2	1
23. Learn techniques and methods used to gain new knowledge in this subject	5	4	3	2	1
24. Learn to evaluate methods and materials in this subject	5	4	3	2	1
25. Learn to appreciate important contributions to this subject	5	4	3	2	1
26. Develop an appreciation of liberal arts and sciences	5	4	3	2	1
27. Develop an openness to new ideas	5	4	3	2	1
28. Develop an informed concern about contemporary social issues	5	4	3	2	1
29. Develop a commitment to exercise the rights and responsibilities of citizenship	5	4	3	2	1
30. Develop a lifelong love of learning	5	4	3	2	1
31. Develop aesthetic appreciations	5	4	3	2	1
32. Develop an informed historical perspective	5	4	3	2	1
33. Develop an informed understanding of the role of science and technology	5	4	3	2	1
34. Develop an informed appreciation of other cultures	5	4	3	2	1
35. Develop capacity to make informed ethical choices	5	4	3	2	1
36. Develop ability to work productively with others	5	4	3	2	1
37. Develop management skills	5	4	3	2	1
38. Develop leadership skills	5	4	3	2	1
39. Develop a commitment to accurate work	5	4	3	2	1
40. Improve ability to follow directions, instructions, and plans	5	4	3	2	1
41. Improve ability to organize and use time effectively	5	4	3	2	1
42. Develop a commitment to personal achievement	5	4	3	2	1
43. Develop ability to perform skillfully	5	4	3	2	1
44. Cultivate a sense of responsibility for one's own behavior	5	4	3	2	1
45. Improve self-esteem/self-confidence	5	4	3	2	1
46. Develop a commitment to one's own values	5	4	3	2	1
47. Develop respect for others	5	4	3	2	1
48. Cultivate emotional health and well being	5	4	3	2	1
49. Cultivate physical health and well being	5	4	3	2	1
50. Cultivate an active commitment to honesty	5	4	3	2	1
51. Develop capacity to think for one's self	5	4	3	2	1
52. Develop capacity to make wise decisions	5	4	3	2	1

53. **In general, how do you see your _primary_ role as teaching professor?** Although more than one statement may apply, please choose only one.	
Helping students develop higher order thinking skills	1
Helping students develop basic learning skills	2
Teaching students facts and principles of subject matter in the discipline	3
Serving as a role model of liberal arts appreciation and academic values for students	4
Preparing students for jobs/careers	5
Fostering student development and personal growth	6

Teaching Goals Scoring

----*after* T.A. Angelo and K.P. Cross, 1993. *Classroom Assessment Techniques.* San Francisco: Jossey-Bass, p. 13-23.

1. In all, how many of the fifty two goals did you rate as *essential*?_____

2. How are the essential goals distributed in each of the clusters listed in the table below?

Cluster Number	Cluster Name	Goals in this Cluster	Total Number of *Essential* Goals in this Cluster	Clusters Ranked from 1st to 6th by Number of *Essential* Goals
I.	Higher Order Thinking Skills	1-8		
II.	Basic Academic Success Skills	9-17		
III.	Discipline-Specific Knowledge & Skills	18-25		
IV.	Liberal Arts and Academic Values	26-35		
V.	Work and Career Preparation	36-43		
VI.	Personal Development	44-52		

3. Compute your cluster scores (average item ratings for each cluster) using the worksheet below.

	A	B	C	D	E
Cluster Number	Cluster Name	Goals in this Cluster	Sum of Individual Ratings Given to Goals in this Cluster	Divide Column C by this Number	Resulting Cluster Scores (C/D)
I.	Higher Order Thinking Skills	1-8		8	
II.	Basic Academic Success Skills	9-17		9	
III.	Discipline-Specific Knowledge & Skills	18-25		8	
IV.	Liberal Arts and Academic Values	26-35		10	
V.	Work and Career Preparation	36-43		8	
VI.	Personal Development	44-52		9	