

# Developing Your Teaching Dossier

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# Intended Outcomes

By the end of this session you will be able to:

- Reflect on and articulate your beliefs about teaching and learning
- Describe the key components of a dossier
- Select and present data and documentation that provide evidence of the scope and quality of your practice
- Prepare a dossier that aligns your core beliefs to the scope and quality of your practice

# Agenda

- Reflection
- What is a dossier?
  - What does one look like?
  - What goes into a dossier?
- How do you create an aligned dossier?
- Start filling in the content for yourselves

# Why?

- Secure an academic position
- Tenure and promotion
- Accurately capture breadth and depth of teaching and learning practices
- Recognition (e.g. teaching awards and honours)
- Reflection and continuous improvement (*why we do what we do*)

Seldin et al., 2010, Knapper and Wright, 2001

# “Good” Teachers....

- Actively Engage Learners
- Demonstrate Passion, Empathy and Respect
- Communicate Clear Expectations
- Encourage Student Independence
- Create a Teaching and Learning Community
- Use Appropriate Assessment Methods
- Commit to Continuous Improvement

# Questions for reflection

1. What does it mean to be a good teacher and learner in a university context? What does good teaching and learning look like in my context?
2. Who or what has influenced my thinking about good teaching?
3. When have I felt most engaged and affirmed in my teaching?
4. What strategies do I use in my role? What do these say about my beliefs about teaching and learning?
5. What 2-3 key beliefs do I hold about teaching and learning in my context? What matters most to me?



# Statement of Philosophy

A 1-2 page reflective statement that describes:

- **What** your fundamental values and beliefs are
- **Why** you hold these values and beliefs
- **How** you translate these values and beliefs into practice

What are some of the ways that we informally and formally evaluate the impact of our teaching?



# The Dossier

A concise and curated summary of philosophy, experiences, approaches, accomplishments, and effectiveness that includes clear evidence of the scope and quality of your practice.

Seldin et al., 2010, p. 4; Knapper and Wright, 2001



# What does a dossier look like?

Skim the dossier provided

- What did you learn about dossiers?
- What stood out for you?
- What questions do you have?

# What does it look like?

- Varies in length depending on purpose
  - Body of dossier consists of descriptions, summaries and a critically reflective narrative
  - Raw data appears in an appendix
- Grounded in a strong philosophy statement
- Provides evidence of scope and quality of practice

Seldin et al., 2010, Knapper and Wright, 2001

# What does it look like?

- Highly personalized (there is no one *right* format)
- Demonstrates a commitment to continuous growth and improvement
  - Highlights strengths, accomplishments, as well as opportunities for improvement
- Intentionally integrated, organized and presented

## Dossier Sections

✓ I have examples

\* Need to gather more

? Need to discuss

Responsibilities

Philosophy statement

Strategies and supporting materials

Documentation of professional learning & development

Educational service and leadership

Goals

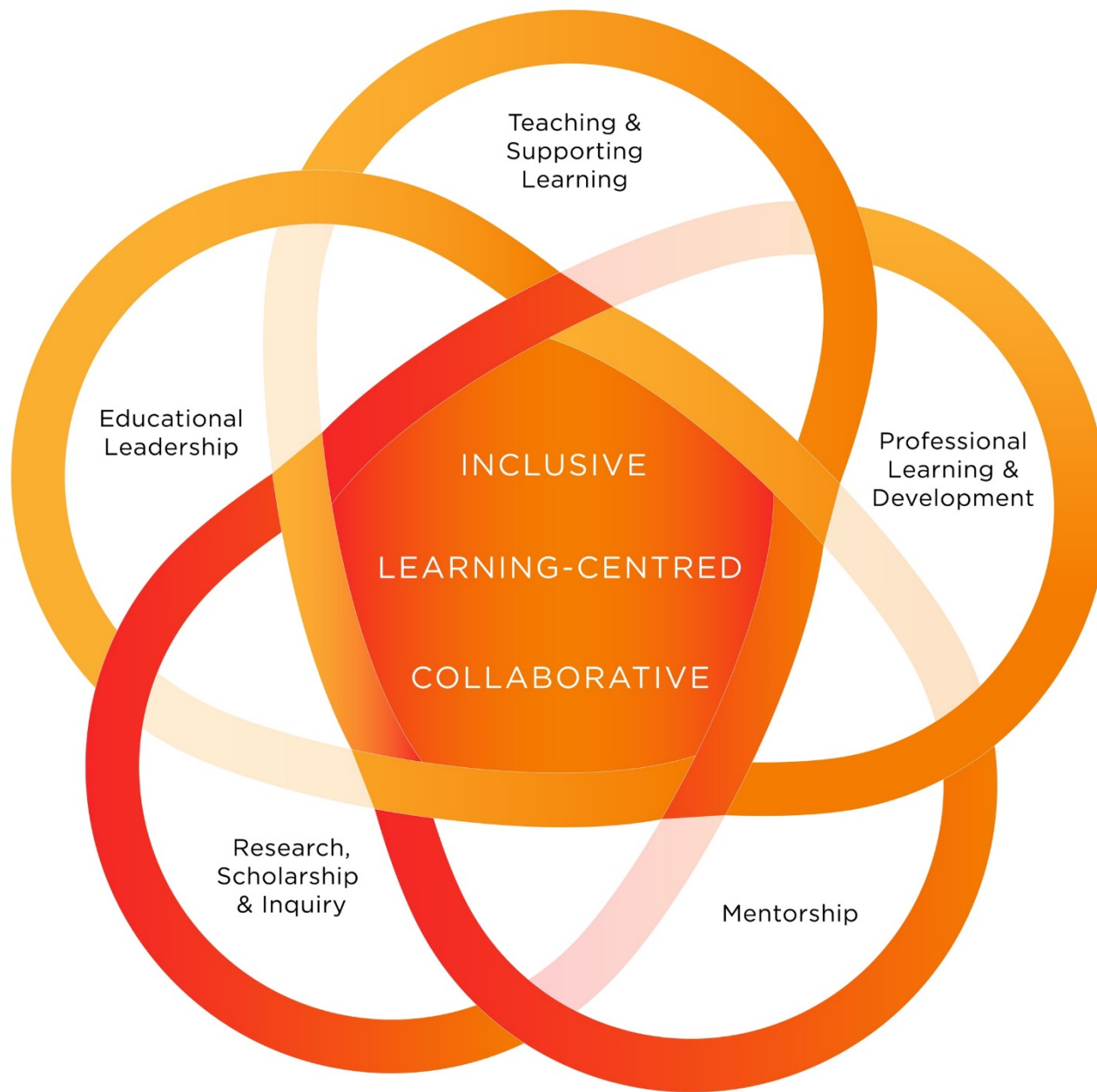
Student feedback

Peer feedback

Awards and recognition

Evidence of student learning and success

Appendix



# Sources of Content

## You

Teaching responsibilities, teaching philosophy, example course or program materials, summary of educational innovations, overview of engagement in professional development activities and the SoTL, short and long-term teaching goals, critical reflection and evaluation of development over time.

# Sources of Content

## Students

Qualitative and quantitative information from students regarding your impact and effectiveness. Letters of support from former students (not currently teaching or supervising), course or program evaluation data, testimonials, informal or formative feedback (e.g. e-mails, mid-semester evaluations, products that evidence their learning -- e.g. exemplars)



# Sources of Content

## Colleagues (and administrators)

Peer reviews and feedback regarding your impact and effectiveness (e.g. letters of support – from colleagues, deans, chairs etc., formal/informal review of course or program materials, teaching observations, testimonials).

# Presenting course evaluation data (example)

<b>Evaluations Item</b>	<b>Course2000 (Year) Mean Student Rating</b>	<b>Dept. or Faculty (Year) Mean Student Rating</b>	<b>Course3000 (Year) Mean Student Rating</b>	<b>Dept. or Faculty (Year) Mean Student Rating</b>
Overall Instruction	6.1	5.7	5.5	5.7
Enough detail	5.5	5.8	5.8	5.8
Course consistent with outline	5.8	5.9	5.4	5.9
Student questions responded to	5.4	5.2	5.8	5.2
Evaluation methods fair	5.8	5.8	5.1	5.8
I learned a lot	5.1	5.9	5.5	5.9

# Student comments

Where possible include full sets of student comments, or:

- submit a randomly selected sample of all student comments in a course (to represent both strengths and areas for improvement);
- submit full comments for one or two questions from student evaluations
- explain briefly how the comments were prepared (i.e. why you chose those particular questions, how comments were randomly selected)

# For all data presented:

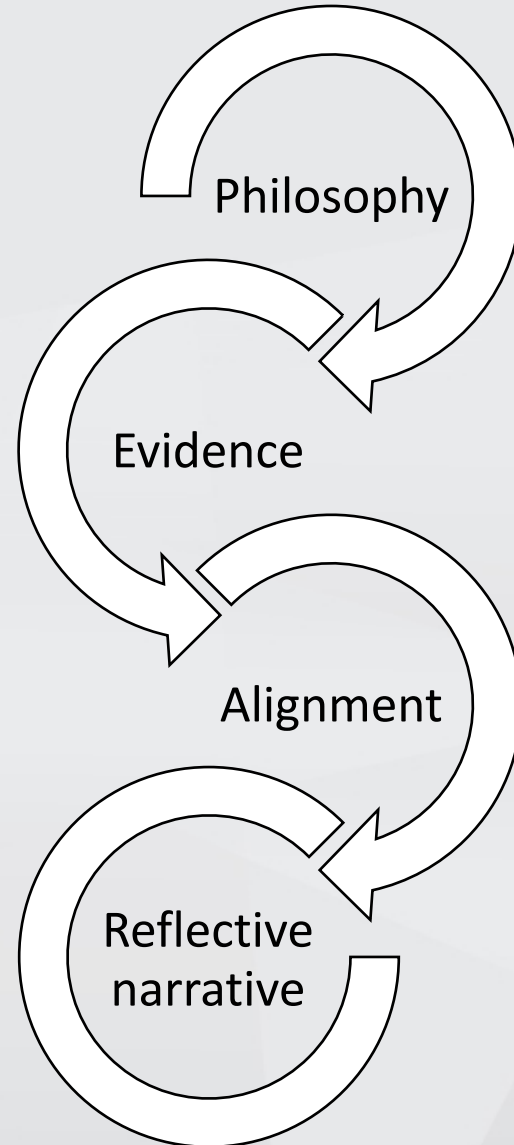
Include a brief reflection and analysis to put these data in context.

- What have you learned from these data?
- How do these data and comments connect to your philosophy and practices?
- What do these data say about your strengths and future areas for growth?
- How will you continue to grow and develop in your role based on these data? What actions will you take to grow and improve?



# Putting it all together

Beliefs	Strategies	Evidence	Critical Reflection
What key beliefs do you hold related to teaching and learning?	What strategies and activities do you use and put into practice that support these beliefs?	What information and materials provide evidence of these strategies and activities? What data and documentation provide evidence of your impact on student learning?	How can you put these actions and evidence into context? How do they demonstrate your philosophy and beliefs? What have you learned from these data and experiences? How will this inform your future practice? How will you grow and improve?



# Final reflection

- What is the most important thing you learned about dossiers today?
- What is one action you will take to prepare or revise your teaching dossier based on today's session?

# References (Principles for Learner-Centred Teaching)

Chickering, Arthur W, & Gamson, Zelda F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 39(7), 3–7.

Lizzio, Alf, Wilson, Keithia, & Simons, Roland. (2002). University Students' Perceptions of the Learning Environment and Academic Outcomes: Implications for theory and practice. *Studies in Higher Education*, 27(1), 27-52.

Weimer, Maryellen. (2013). *Learner-centered teaching: Five key changes to practice*: John Wiley & Sons.

Ramsden, P. (2003). *Learning to Teach in Higher Education*. New York: Routledge.



# References and Resources

- Knapper, C. and Wright, A.W. (2001) Using portfolios to document good teaching: premises, purposes, practices. *New Directions for Teaching and Learning*, 88, 19-29.
- Schonwetter, D.J., Sokal, L., Friesen, M., and K.L. Taylor (2002) Teaching philosophies reconsidered: a conceptual model for the development and evaluation of teaching philosophy statements. *The International Journal for Academic Development*, 7, 83-97.
- Seldin, P., Miller, J. E., & Seldin, C. A. (2010). *The teaching portfolio: A practical guide to improved performance and promotion/tenure decisions*. John Wiley & Sons.

<http://ucalgary.ca/taylorinstitute/awards-grants/teaching-awards>

<http://cft.vanderbilt.edu/guides-sub-pages/teaching-portfolios/>