Developing Evidence-informed Teaching Portfolio
Session 2
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Outline of Session

1. Feedback on draft teaching philosophy statements

2. Examine and identify evidence of good teaching
   - Reflect on concrete evidence from your own practice
   - Analyse reflective case narratives to draw connections between philosophy statement, and provide evidence as to approach and impact
Read sample teaching philosophy 1 statement (10 mins).

Use the Rubric for Teaching Philosophy to evaluate sample 1 (5 mins).

Compare and discuss your ratings and feedback with a colleague beside you (5 mins).

Share your feedback as a class (5 mins). *Repeat for sample 2.*
Activity 2 - Providing peer feedback on draft teaching philosophy statements

1. Exchange drafts with a colleague.

2. Read each other’s drafts with reference to the criteria from the rubric for evaluating a teaching philosophy statement (see below for criteria).

3. Identify:
   a. good points / strengths of the draft for each of the criteria
   b. areas where the draft may need additional work
   c. provide concrete suggestions for developing/improving it further

4. Take turns to discuss each draft statement with reference to the feedback.
Evidence of teaching achievement

1. What sources of evidence in support of claims as to good teaching might there be?
   • Refer back to the criteria for good teaching (handout).

2. What sources did you find in relation to your own practice?

3. What are some of the challenges in finding evidence?
How can you achieve convergence in your evidence?

- Self-assessment
- Professional activities
- Indirect or direct evidence of student learning
- Peer review & recognition
What is your impact?

Spheres of influence

- National / International
- Institutional
- Colleagues
- Students
Levels of impact and domains of evidence

Table 2: Levels of Impact and Domains of Evidence / Sources of Data

<table>
<thead>
<tr>
<th>Domains of Evidence / Sources of Data</th>
<th>(a) Indirect or direct evidence of student learning</th>
<th>(b) Peer review and recognition</th>
<th>(c) Documentation of professional contribution</th>
<th>(d) Self-assessment</th>
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<tbody>
<tr>
<td>Levels of impact</td>
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| (1) Impact on students                | • Student evaluation scores and comments / perception surveys  
   • Informal interviews  
   • Student pass rates  
   • Testimonials from alumni  
   • Student portfolios and learning journals  
   • Student assignments, tests and examinations  
   • Student prizes linked to specific course or programme  
   • Examiners’ and/or supervision reports  
   • Teacher-student partnership  
   • Informal or formal feedback from employers  
   • Employability surveys  
   • Students’ self-reported learning gains  
   • Student learning gains as indicated by pre-/post-tests  
   • Student learning gains as indicated by longitudinal studies | • Peer observation of teaching  
   • Letters of reference from students, alumni, director of studies, head of school and course/programme leaders  
   • Departmental/faculty/university-level teaching awards | • Details of courses taught: student numbers, type of teaching, etc.  
   • Sample course materials: syllabi, slides, worksheets, assignments  
   • Examples of feedback provided to students  
   • Teaching and student support beyond the classroom  
   • Mentorship of students | • Reflection on sources of evidence from (a), (b), and (c)  
   • Reflective teaching philosophy statement  
   • Reflective logs/journals  
   • Self-lesson observations and evaluations  
   • Documentation of ways of improving own teaching  
   • Reflection on course learning outcomes  
   • Reflection on readings of literature connected to teaching the discipline, and to own and students’ learning |
# Levels of impact and domains of evidence

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| **(2) Impact on colleagues/department** | • Shares own practice through departmental seminars | • Mentorship of teaching staff  
• Reports from mentees/mentors  
• Invited as external examiner / trainer  
• Authorship of widely-used study materials and/or textbooks  
• Peer-reviewed pedagogical conference presentations  
• Letters from heads of department | • Reports on mentors/mentees  
• Participates in educational reform  
• Participates in campus teaching and learning events  
• Membership of departmental committees  
• Membership of teaching and learning organisations in or beyond the discipline | • Reflection on mentorship  
• Reflection on personal teaching philosophy and its development over time  
• Reflection on contribution to the department by supporting colleagues to create and foster a supportive environment to advance student learning and educational excellence |
| **(3) Institutional impact** | • Shares own practice through faculty/school seminars  
• Programme pass rates  
• Standardised tests (programme level)  
• Student awards in competitions | • Invitation to lead and/or participate in institution-wide teaching and learning committees  
• External impact reports and/or case studies  
• Letters from university leaders  
• Letters from external collaborators | • Invited speaker at campus teaching and learning events / pedagogical conferences  
• Leadership role in strategic institutional curriculum and/or policy development  
• Leadership of accreditation processes | • Reflection on how leadership in teaching and learning at the university has helped to create a learning environment that supports and advances student learning and strategic goals |
Levels of impact and domains of evidence

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| (4) National/International impact    | • Shares own practice nationally and/or internationally  
   • Standardised tests (institutional level)  
   • Student awards in competitions | • Publications, citations, research grants and income  
   • Invitations as keynote speaker at national/international teaching and learning conferences  
   • Invitations to lead/participate in international teaching and learning organisations and higher education networks  
   • National and global press coverage National/global awards and prizes | • Participation in government / ministry committees on teaching and learning  
   • Participation on high-impact national/international educational programmes | • Reflection on national/international in teaching and learning  
   • Reflection on contribution to advancing educational knowledge and / or excellence |
Activity 3 - YOUR sources of evidence

• Referring to the table, consider the 4 domains of evidence from which you can derive data:

• What concrete examples of evidence can you identify for supporting claims about your approach and thus your impact on teaching and learning?

• Highlight the sources of evidence that you have identified in the table. Rank the evidence, in terms of importance, that can illustrate your teaching philosophy statement.

• Share your top 3 examples of evidence with a colleague beside you. Explain to the colleague why these are significant sources of evidence and how they converge with one another.
Criteria for reflective case narrative feedback

• Provides the background and context to a **critical incident** or teaching episode.

• Describes what you have observed, and how the particular incident posed a challenge to your students’ learning or your role as an educator.

• Draws on relevant scholarship to inform your **approach** to overcome the challenge or resolve the problem.

• Explains how you analyse the data (see Table 2 – Levels of impact & domains of evidence) and elaborates on the **convergence of concrete evidence** to highlight your **impact**.

• Demonstrates your ability for critical reflection on your practice and impact.
Activity 4 – Reflective case narratives

1. Take around 15 minutes to read through your group’s reflective case narrative and write comments in the column next to the text. Consider the criteria for reflective case narrative feedback.

2. With reference to these criteria, discuss the case and your feedback on it with the colleagues who read the same one.

3. Finally, briefly provide an overview of the case narrative to the other group as well as the key learning points based on your feedback.
For Session 3 – Develop your reflective case narrative

• With your evidence list (table of evidence sources) and your draft teaching philosophy statement, develop your own reflective case narrative.

• Use the following question prompts to guide your writing:
  ➢ What were your teaching or learning concerns, as illustrated by a critical incident that you observed?
  ➢ What pedagogical actions or interventions did you plan and implement to change your approach?
  ➢ How can you use evidence to substantiate the impact of the changed approach?
  ➢ How can you reflect on the evidence used? i.e. what have you learned from these data and experiences? How will this inform your future practice? How will you continue to grow and improve?