Teaching about Teaching

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- http://www.youtube.com/watch?v=obTNwPJvOI8

- http://www.youtube.com/watch?v=6KkluiR5Rns&feature=related

What do *you* most enjoy
about teaching?

How do your graduate students
come to know this
about you?

What do you hope they learn about
teaching from your experience?

Reflection

Remember a most recent search
in which you were looking for
a scholar to join your faculty
in a pre-tenure position

How important was the candidate's
competency in teaching?

Reflection

- Inter-related institutional cultures
- Student in doctoral program
- Students in other degree programs
- Prospective students
- Colleagues within institution, guild, religion and theology
- Institutions and cultures your graduates will join and help shape

This Conversation and Institutional Teaching Cultures

REFLECTION QUESTION:
What does your program think –
or what does it communicate about what –
is most important for a
graduate from your program to
"know" about teaching
by the time they graduate and/or
apply for positions?

Content and Topics

- Teaching and learning theory
- Philosophy of teaching
- Creating syllabi & meaningful assignments
- Skills for lectures & discussions
- Diverse students and diverse learning styles
- Assessment & evaluations of students and self
- Technology & distributive/distance learning
- Crafting the life of a teacher-scholar

Some ideas on content

REFLECTION QUESTION

What are the most
important or significant
strategies your institution
draws upon in the doctoral program
as it works to shape current and
future teachers?

Designs, Strategies and Models

- Semester or year-long course
- Focused workshops
- Peer learning and reflection communities
- Teaching Assistants
- Informal and formal mentoring
- Teachers of Record
- University Teaching and Learning Centers

Some Strategies

Strengths:
- Occurs at every institution
- Not dependent on institutional structures of support
- Draws on incredible strength of particular scholars to nurture other scholars and teachers

Limitations:
- Uneven and dependent on individual faculty
- Not compensated and/or valued by the institution (or sometimes by colleagues)

Informal Mentoring for Teaching

Strengths:
- Available to each student
- Structures of value and accountability
- Encourages relationships toward the mutual development of professional teachers/scholars

Limitations and challenges:
- Time, energy of individual faculty members
- Institutional resources
- Multiple dynamics and issues to be dealt with intentionally

Formal Mentoring for Teaching

- Intentional training of faculty
- Mutual learning opportunity for faculty and graduate students (collaborative generativity)
- Embedded power needs to be negotiated with honesty
- Attend to issues of race, class, gender identity, sexual orientation
- "Chosen mentors" are more "successful" yet not always rewarded by institution

Mentoring Challenges

- A collected set of documents
- Demonstrates awareness and self-reflection on the art and skills needed for teaching
- Includes samples of syllabi, teaching philosophy, a design of a single class
- Available as graduates interview for positions
- Signals to others your institution's commitment to teacher-scholars

Teaching Portfolios