



Reflect, Express, Compare: Reimagine Your Teacher Identity with the TeachPhil U Model and Strengths-Based Reflective Practice

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Reflect, Express, Compare: Reimagine Your Teacher Identity...

Session outline

- Introductions and orientation to the subject matter (20 mins.)
- Instructions for group work and selection of entry-points (10 mins.)
- Facilitated practical work in small groups (60 mins.)
- Comfort/refreshment break (10 mins.)
- Facilitated practical work in small groups (60 mins.)
- Final reflection and plenary discussion (20 mins.)

Teaching Philosophy Statements

“a purposeful and reflective essay... that includes not only one’s beliefs about the teaching and learning process, but also concrete examples of the ways in which he or she enacts these beliefs in the classroom. At its best, a Teaching Statement gives a clear and unique portrait of the author as a teacher, avoiding generic or empty philosophical statements about teaching” (Vanderbilt University, Center for Teaching)

“a concise, compelling illustration of you as an instructor, a useful reflexive examination of your teaching” (University of Pittsburgh, Center for Teaching and Learning)

Process and Content

- Developed through individual reflection, but often with peer support
- Usually intended for sharing with a wider audience
- Written in the first person, typically 1-2 pages long
- Should explain the context of your work and include personal examples/refs.

Trigger questions are often used to facilitate reflection and discussion, e.g.,

What will learners gain from working with you?

Why do you teach and assess the way you do?

How would you describe your approach as a teacher?

Where do you focus your teaching efforts?

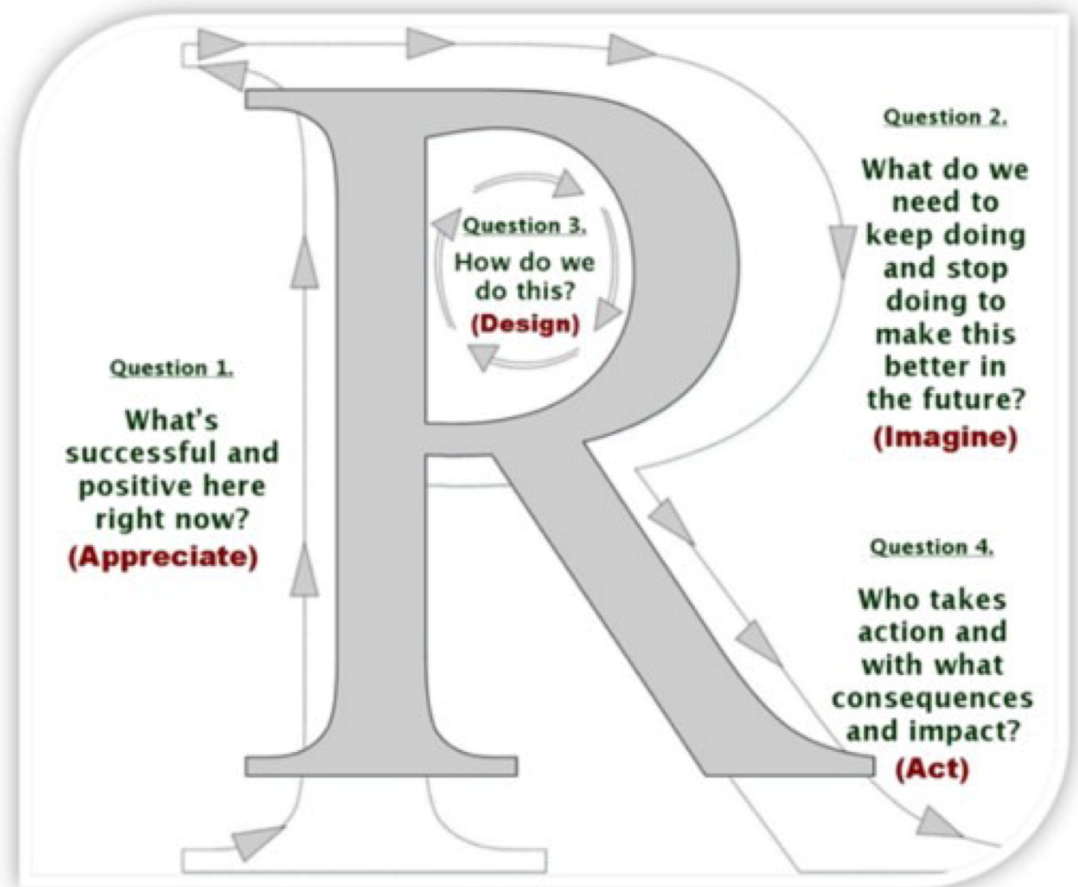
Who influenced your teaching or inspired your learning?

Strengths-Based Reflective Practice

“a new kind of reflective practice
– one that explicitly emphasizes
reflecting on strengths so as to
identify them, play to them
and develop new ones”

(Ghaye, 2011, p. 66)

- Developing an appreciative gaze
- Reframing lived experience
- Building practical wisdom
- Achieving and moving forward



The Teaching Philosophy U Model

- Applies concepts from organization development and strategic planning to the standard process of stepping through a set of reflective questions
- Provides a flexible framework enabling teachers at different career stages to choose the entry-point to the process that best fits their level of competence and comfort in their teaching/learning support role, e.g.,
 - Take the regular top-down route, moving from principles to practices
 - Begin with their concrete experiences of teaching (what they do and know) and work round towards more abstract concepts of pedagogy
 - Follow a middle-out path, starting with a particular personal interest (e.g., goals and objectives for learners, roles and relationships of teachers)
- Promotes coherence and congruence by showing links among elements of teaching to improve consistency between stated principles and practices

Four Core Questions, Two Supplementaries

- Who or what has influenced, informed or inspired your approach to teaching and supporting learning? [Warm-up]
- What are your assumptions and beliefs about the processes of learning and teaching including the roles of teachers and learners?
- What are your goals and objectives for the learners you work with?
- What is your style of teaching or learning facilitation?
- What are your teaching, learning, assessment and evaluation practices and methods?
- What metaphor could you use to describe your teaching role to someone outside the education field? [Wrap-up]

(Espoused theory)

(Theory in use)

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What are your
Beliefs about
Teaching and
Learning?

*What kind of
Teacher are You?*

What are your
Teaching, Learning
and Assessment
Practices?

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What are your
Goals for your
Learners?

Influences

What is your
Teaching Style?

How?
What?

Why?

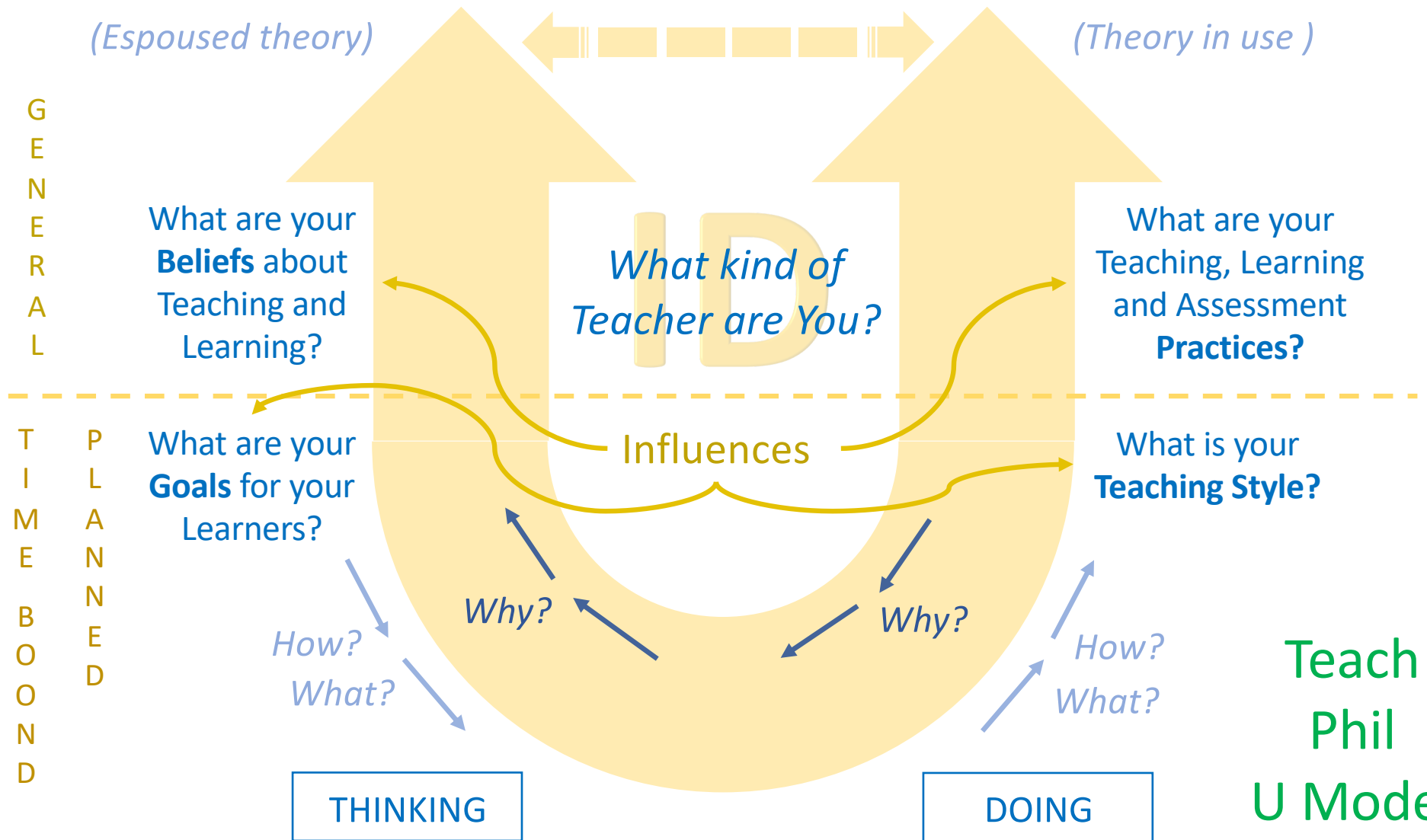
Why?

How?
What?

THINKING

DOING

Teach
Phil
U Model



Instructions for Group Work

- You are expected to work through two core questions and one supplementary (the warm-up or wrap-up) in each one-hour block
- You will find fuller versions of the questions/prompts and supporting resources in Handout 2: Practical Guidance
 - available on your table and via the conference app or schedule, where you can also download a worksheet in Word format
- For each question, you should **Reflect** individually on your response, **Express** your response in words (or images), then **Compare** notes
- Also available online is Handout 1: Conceptual Overview, a PDF file containing the TeachPhil U Model, and a PDF copy of the slides

https://s4.goeshow.com/acrl/national/2019/conference_schedule.cfm

Choose Your Own Pathway

Where do you want to start?

- The TeachPhil U Model lets you decide where to begin your philosophical journey
- You can move round the model anti-clockwise or clockwise, or work outwards from the middle
- So, which of the core questions do you find most inviting?

- What are your **Beliefs** about Teaching and Learning?
- What are your **Goals** for your Learners?
- What is your **Teaching Style**?
- What are your Teaching, Learning and Assessment **Practices**?

Final Reflection and Plenary Discussion

- **Reactions** to the TeachPhil U model and process
 - would you use it again?
 - would you recommend it to others?
 - how could it be improved?
- **Opinions** of the supporting handouts and additional resources
 - were any of the examples, models, tools, etc. particularly useful?
 - were there areas where you would have liked more guidance?
- **Evaluation** of the session
 - what were your most important takeaways from the workshop?
 - how could we have improved your experience?



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