*Session Format*
Workshop

*Length*
Three hours

*Program Title*
Reflect, Express, Compare: Reimagine Your Teacher Identity with the TeachPhil U-model and Strengths-Based Reflective Practice

*Brief Program Title*
Reflect, Express, Compare: Reimagine Your Teacher Identity

*Short Program Description*
Find out how our new flexible U-model can help you develop or refresh your teaching philosophy and assert your teacher identity. Choose the path through our process that reflects your strengths, and engage in a series of reflect-express-compare activities in response to trigger questions and sentence-completion prompts, with support from three experienced facilitators and handouts containing models and examples as additional guidance. By the end of the workshop you will have captured and connected the key features and contexts of your teaching, including your inspirations, guiding principles, goals, style, and distinctive practices, as the basis for an authentic congruent self-portrait.

*Full Program Description*
A statement of teaching philosophy is usually required for academic job applications, promotion dossiers, and teaching awards, and similarly for library faculty. But everyone who teaches or supports learning can benefit from the insights and self-knowledge gained from the reflection that informs the writing of a teaching philosophy. The process can reveal tensions between practices and beliefs that illuminate discomfort in teaching roles. It can also build instructor confidence by clarifying strengths and areas for development, and librarians have used such statements to assert their identity as teachers, individually and collectively.
Advice on writing teaching philosophies typically advocates working step-by-step from fundamental principles to everyday practices in a top-down sequence. However, our experience supporting graduate students and new professionals shows this process can be challenging for people with limited educational preparation for teaching and little exposure to pedagogical theory. We propose a new flexible model to make the task more accessible, and enable personalization of both the learning-development process and the end-product. Incorporating ideas from organizational learning, reflective practice, and strategic management, it integrates top-down, bottom-up, and middle-up-down approaches; emphasizes positive, strengths-based reflection; and, uniquely, lets people choose their own entry-point (such as an area they feel confident describing). So they can start by reflecting on their concrete experiences of teaching (what they do) and work their way toward abstract concepts of pedagogy (what they think) by asking "why" questions, as an alternative to moving from theory to practice; alternatively, they can start in the middle and move in either direction to cover all elements.

We shall invite our workshop participants to choose their own journeys, and have our three facilitators support groups using the three routes through the model. We shall first introduce our model and its six topic areas, and next have participants work through six exercises in small groups, all with similar format (15-20 minutes per activity). We shall ask participants to record reactions to the process and tools on flipchart sheets as they work, and then end the session with a final reflection and plenary discussion to review and share feedback on their experiences, and whether they plan to use the tools and process at their home institution.

One activity will focus on styles of teaching or learning facilitation. We shall provide a trigger question and sentence-completion prompt:
How do you behave and interact with learners? How do you see your relationship with the learners you work with?
"As a teacher, I prefer to be…"
Our worksheet will also note five factors influencing adoption of specific styles (from Grasha, 2002). Handouts include relevant extracts from our own teaching philosophies as examples, and material from two articles for additional guidance: a table mapping five teaching styles to 12 faculty roles and corresponding attitudes and behaviors (Grasha (2002, p. 141); and a table giving examples of beliefs, goals, styles and practices associated with four educator roles (Kolb et al., p. 222). Participants will reflect individually, express their style (in words or pictures), and compare notes with their peers.

*Learning Outcomes*

| Objective 1: | Conduct a full 360-degree examination of their teaching and learning roles and preferences in order to construct an authentic rounded self-portrait of themselves as teaching librarians |
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| Objective 2: | Explore the use of reflective techniques and other tools for developing a teaching position in order to evaluate their potential for individual and group adoption in their home libraries |
| Objective 3: | Choose their preferred starting-point to the process of developing their teaching philosophy in order to build on personal strengths to reimagine their professional identity as teachers |

*Primary program tag*
Teaching and Learning

*Secondary program tag*
Instructional Design

*Tertiary program tag*
Information Literacy

*Type of audience*
People with some experience in the topic, but looking to grow; People with experience in the topic, but who are transitioning to greater responsibilities in this area

*Primary speaker*

Sheila Corrall; Professor; University of Pittsburgh School of Computing and Information, Department of Information Culture and Data Stewardship; 135 North Bellefield Avenue, Room 614, Pittsburgh, PA 15260; (412) 624-9317; scorrall@pitt.edu

*Additional presenters*

Amanda Folk, Assistant Professor/Head, Teaching and Learning; Ohio State University Libraries; 255C Thompson Library, 1858 Neil Avenue, Columbus, OH 43210; (614) 247-6057; folk68@osu.edu

Ethan Pullman, Senior Librarian/Library Instruction Coordinator & Humanities Liaison, English and Modern Languages; Carnegie Mellon University Libraries; 109B Hunt Library, 4909 Frew Street, Pittsburgh, PA 15213; (412) 268-5018; ethanp@cmu.edu