

**Tool for Preparing a Teaching Philosophy Statement  
Teaching Inventory & Self-Assessment**

**TEACHING PHILOSOPHY INVENTORY**

CONTEXTS OF TEACHING EXPERIENCE TA	
Courses and subjects you have taught (name, dates, K-16)	<ul style="list-style-type: none"> <li>-Hanover 101 TA, Fall 2010 at Hanover College</li> <li>-Instructional Aide at Mascoutah High School for Social Studies, Fall 2016</li> <li>-IAH 202 TA, Fall 2019 at MSU</li> <li>-IAH 209 TA, Spring 2020 at MSU</li> <li>-IAH 202, Summer 2020 at MSU</li> <li>-IAH 207 TA, Spring 2021 at MSU</li> <li>-IAH 207 Instructor of Record, Summer 2021 at MSU</li> <li>-IAH 207 Instructor of Record, Summer 2022 at MSU</li> <li>-IAH 206 Instructor of Record, Summer 2023 at MSU</li> <li>-ENG 218 Instructor of Record, Fall and Spring 2023-2024 at MSU</li> </ul>
Modules within courses you have taught	
Non-course-based teaching experiences (coaching, private lessons)	<ul style="list-style-type: none"> <li>-Private Piano Instructor, 2010 to 2019</li> <li>-Workshops as Music Director for Looking Glass Playhouse</li> <li>-Workshops as Researcher &amp; Project Manager for the IRIS Digital Humanities Center at SIUE</li> </ul>
Course/style (lecture, lab, recitation, on-line, field, etc.)	Split between recitations and standalone courses, mix of in person and online.
Institutional Contexts (public, private, evangelical, liberal arts, community college, research university, HBCU, other)	<ul style="list-style-type: none"> <li>Private liberal arts college</li> <li>Public research university</li> <li>Public high school</li> <li>Non-profit organization</li> </ul>
STUDENTS	
Level (graduate, undergraduate, non-degree, adult learner, etc.)	Undergraduate, K-12, and adult learners
Populations/demographics (first generation, privileged, student athletes, differentially prepared, differentially abled, 1 – 17 year olds (K-12), 18-22 year olds (college), adult	<ul style="list-style-type: none"> <li>5-17 in private lessons, music director context, and as instructional aide</li> <li>18-22 in university/college settings</li> <li>25+ through music director role</li> <li>Hanover 101 was specifically for first generation</li> <li>Had basketball player in IAH 209</li> </ul>

**Tool for Preparing a Teaching Philosophy Statement  
Teaching Inventory & Self-Assessment**

students (25+), international, ESOL, rural, geographic region, other)	Many international students, particularly in IAH courses Disabled students (VISA forms) Primarily rural students, almost exclusively from the midwest
<b>COMPONENTS OF TEACHING PRACTICE</b>	
Delivery Method (lecture, discussion, advising, mentoring, coaching, other)	Primarily through discussion, with some advising/mentoring Since summer courses are online asynchronous have had to rely more heavily on lecture and guided activities Private lessons & music director role more along lines of coaching
Curriculum Development (module, class, course, program, other)	Developed module for the Broad Summer 2020 Currently developing my own IAH class for Summer 2021, revised the curriculum for that same course for Summer 2022 Invented a new IAH 206 course for Summer 2023 Developing my own syllabus for ENG 218 for AY '23-'24
Assessment of Student Learning (formative & summative)	Formative: discussion questions/posts, reflective free writing, "twitter" assignment, explorations of digital projects Summative: quizzes, final exam, midterm, final paper/project
Providing Feedback (including but not restricted to, grading)	Encourage students to attend office hours, offer to read drafts, create rubrics and do peer review workshops, offer one on one appointments
Student Engagement	Office hours, weekly email check-ins, follow ups with students who are falling behind, suggestion forms, introductory worksheets
Soliciting and Integrating Feedback on Learning and Teaching (Classroom Assessment Techniques; Clickers, other)	For MSU students SIRS forms, I usually incorporate midpoint check-in surveys for student feedback that I can integrate into the course
Collaboration	I've collaborated with other TAs for recitation lesson plans, have given feedback on prof syllabi, and participated in mentored IAH sessions for summer
Use and integration of new technologies (podcasting, video, lecture capture, social media, other)	I've used an exercise using fake twitter accounts, used Packback as an alternative to D2L discussion boards, allowed students to record short videos, and done lecture capture. I've started doing a digital humanities project for my summer IAH courses which allows students to create a podcast, multimedia poster, or their own website.
	I need to do more research on this area--I'm not familiar and I'm not sure I'm understanding the breakdown provided on the CAST website

**Tool for Preparing a Teaching Philosophy Statement  
Teaching Inventory & Self-Assessment**

<p>Universal Design (Higher Education Opportunity Act of 2008) <i>see</i> <a href="http://www.cast.org">www.cast.org</a></p>	
<p>Connections you have made between your teaching and research.</p>	<p>I have been able to use some of the digital humanities tools I've picked up as a DH grad certificate student in my classes (such as Voyant), but in my area of early modern drama so far I have only taught a single unit on Othello. This summer, I am hoping to teach an IAH course called Redefining Renaissance which will more closely connect to my research.</p>
<p>Connections you have made between other professional experiences and teaching.</p>	<p>Primarily, my time as a music director at Looking Glass Playhouse prepared me to be an instructor. I spent a lot of time working with actors and musicians from various backgrounds and learning styles and had to find ways to help each of them succeed.</p>
<b>COMPONENTS OF TEACHER KNOWLEDGE</b>	
<p>How People Learn</p>	<p>aural/auditory, visual/spatial, verbal/linguistic, logical/mathematical, physical/kinesthetic, social/interpersonal, intrapersonal/solitary, naturalistic</p>
<p>Disciplinary / Content Knowledge</p>	<p>So far, I've been in an interesting position in which I have not technically taught any classes within my discipline, but rather general education humanities courses. As such, I've had to find ways to understand moving through my disciplinary lens to approach content through a variety of ways.</p>
<p>Pedagogical Content Knowledge</p>	<p>I'm not fully sure what this means...ask on Thursday</p>
<p>Technological Knowledge</p>	<p>As a DH researcher and now graduate student, my technological knowledge incorporates both digital teaching tools as well as niche tools/methods for student projects and delivering content.</p>
<p>Self-knowledge (experience with and approach to reflecting upon own practice and teaching)</p>	<p>I have tried to keep a teaching journal but have not been super successful. This is definitely something I need to do better. However, I have spent time trying to teach courses twice in a row so I can think about what went well, what didn't, and then make changes.</p>
<b>BELIEFS ABOUT TEACHING</b>	
<p>How do you define teaching? Learning?</p>	<p>Teaching involves facilitating the learning of content on a particular subject, whereas learning is taking in and practicing using information/methods/etc. to develop a better understanding of a topic</p>
<p>What do you hope to achieve when you teach? What does that say about you as a teacher?</p>	<p>When I teach, I hope that my students learn something from my course and that they leave with a better understanding of the topic than they came in with. I hope this means that I am less focused on statistical outcomes and success and more on cultivating knowledge. I also want students to get something</p>

**Tool for Preparing a Teaching Philosophy Statement  
Teaching Inventory & Self-Assessment**

	out of my course that they can take to their own disciplinary homes.
Does your subject matter impact your beliefs about teaching? If so, how?	I feel divided in answering this question, because I feel (for instance) that teaching an era through history versus literature provides different pedagogical contexts/approaches. However, learning goals/objectives should remain the same.
What learning goals do you have for your students?	My learning goals are something I need to be more aware of when designing my courses. Generally, I model course goals and objectives after IAH and MSU's university-wide Undergraduate Learning Goals but I feel I need to reflect on these and decide what they mean to me personally as an instructor.
What is your approach to improving your teaching?	My approach to improving my teaching is keeping an open dialogue with not just my mentors and peers but also with my students in which I can be open to their feedback to adjust my pedagogy to better suit my students for each particular class I teach.
What are some of your most difficult challenges? How are you addressing them?	My most difficult challenge is probably teaching to a variety of learning styles, especially ones that do not match my own. I've been trying to address this by giving students a variety of options for completing assignments and presenting new information in multiple ways. So far, I've taught to a more general education audience so I've had to be sure to make that the way I'm conveying is accessible across disciplinary learning strategies.

McDaniels, M. (2016). Tool for producing a teaching philosophy statement. Unpublished.