

## TAKING TIME FOR TEACHING: REFLECTING ON OUR YEAR & CRAFTING A TEACHING STATEMENT

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## 6 Principles of University Teaching

1. Consider the Audience
  - Student backgrounds, competencies, incentives, expectations, forming relationship with instructor vis-à-vis AEC course
2. Plan
  - Align learning outcomes, learning activities, assessments; identify common points of struggle
3. Enhance Engagement
  - Plan authentic, active learning activities; model positive interactions; meet own and student's expectations for engagement
4. Teach: Execute Plan
5. Assess: Ensure alignment
6. Reflect: Now!
  - Impact on students, department, university; evidence-based; collaborations

[Kay Sagmiller \(2014\) OSU Center for Teaching and Learning: 6 Principles of University Teaching](#)

## Teaching Statement Guidelines

- Organize around each of the 6 Principles of University Teaching
  1. Define Principle for your own discipline or classes
  2. Identify Artifacts from your past classes to illustrate how you satisfy that principle
  3. Justify how the artifact displays the principle based on your experience in the classroom
    - Call upon student response, feedback, other impacts observed

Adapted from Kay Sagmiller, OSU Center for Teaching and Learning

## Step 1: Principle 1, Consider the Audience Step 2: Artifact, Expectations in Syllabus

- Expectations of Learners:
  1. Active class participation: ask and answer questions, join in discussions, share group responsibilities (when applicable).
  2. Communicate with dignity and respect, directing comments at the topic and not at an individual's characteristics or opinions.
  3. Prepare for class meetings by completing assigned materials before class./Complete assignments on time.
  4. Arrive at class, complete and submit assignments on time./Keep up with weekly class material for timely questions and discussions.
  5. Communicate about barriers to learning and academic success in a timely manner, and reach out for help and resources when necessary.

## Step 1: Principle 1, Consider the Audience

### Step 2: Artifact, Expectations in Syllabus

#### • Expectations of Instructor:

1. Lead engaging and interactive class sessions to facilitate student learning./Engage in discussion forums to facilitate student learning.
2. Enthusiasm for subject with openness to explore questions on the frontiers of knowledge.
3. Create an inclusive and open classroom environment that includes fair treatment of each class member, respecting individual differences.
4. Respond to email or in-class requests in a timely manner./Respond to discussions, email and assignment submissions in a timely manner.

## Step 3: Justification

- Principle 1, Consider the Audience, requires
  - Recognizing the student's beginning knowledge and
  - Emotional state in coming into the class
  - In relation to what learning activities and outcomes will be required for successful completion.
- Apply to specific classes, disciplines
  - Most student do not have experience with legal concepts, feeling of intimidation entering this class.
  - Most are intimidated by (or hostile to?) in-class participation requirement.
- Significance: Relationship with Instructor and feeling of safety is enhanced by having clear expectations and reciprocity
  - In writing and in introduction to class allows explicit discussion of participation—reasons, process, acknowledgment of feelings.

## Reflection for the future

- Do you find a teaching philosophy emerge?
- Reflect on how to make further progress toward meeting each of the 6 Principles in the future
  - Prioritize!
    - What would make the most impact on my students?
    - What is the easiest change I can make immediately?

**RELENTLESS  
INCREMENTALISM!**