

# What's my story?

Narratives of the Teaching, Researching, Innovating,  
Reflecting Self

# From Instructor I to Senior Instructor: Out-dated Table of Contents (2013)

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# Telling my story

- What story – as SoTL researcher, teacher, curriculum developer/innovator, etc. – do I want to convey in my dossier?
- Identify ‘themes’ in my CV (around activities and interests)
  - expertise in e.g. the first-year experience, undergraduate research & writing, knowledge transfer. Connections among these?
- Use these ‘themes’ to frame how readers read my dossier and assess my accomplishments and their impacts.

# Connecting the threads in your narrative

## **'Expertise' in educational *transitions* and knowledge *transfer***

### □ **Educational Leadership**

- SoTL research on knowledge transfer (what students understand about scholarly research/writing versus high school writing/research and how they apply understanding in 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> year)

### □ **Teaching Innovation & Excellence**

- Developed curriculum that fosters meta-understanding of research and writing activities (e.g. first-year students produce CFP, vet proposals, organize panels, appoint Chairs, present own research)

### □ **Service**

- E.g. sat on adjudication committee for student research awards; MURC workshops on research proposals, conference presentations/posters; provide students with feedback on MURC proposals; Jump Start Faculty Fellow

# Writing my teaching philosophy

- Make connections to the themes identified in other areas of the dossier.
- Align my pedagogical goals with the goals of my discipline/faculty – contextualized my teaching within a disciplinary/faculty framework.
- Draw on SoTL research and research in my field to explain and reflect on my teaching practices.
- Discuss concrete examples that highlight teaching innovation and reflection.

# Trouble Spots

- ▣ Where to put what? (e.g. put under service or educational leadership? Teaching innovation or curriculum development?)
- ▣ Repetition
- ▣ Describing impacts