



UNIVERSITY
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1. Title

What is the value of a teaching philosophy for today's academics and their institutions?

2. Contact information (Principal investigator must be an EDC member)

Principal Investigator

Assistant Professor Gesa Ruge, University of Canberra, gesa.ruge@canberra.edu.au
(STLHE and EDC member #41970104)

Co-investigators

Professor Dieter Schönwetter, Associate Dean Academic, University of Manitoba,
Adjunct Professor Coralie McCormack, Teaching and Learning, University of Canberra
Mr Robert Kennelly, Faculty of Business, Government & Law, University of Canberra

3. 50 word proposed project mini-description (for posting on the website for successful applications)

The increasing internationalisation and institutional changes in Higher Education (HE), have highlighted the importance of individual teaching and learning values and beliefs. This research contributes new knowledge and practice-focused insights on how Teaching Philosophy Statements (TPS) are created, applied and contribute to HE professional contexts in Canada and Australia.

4. 300-1000 word full description of the project including intended outcomes/deliverables

Research Questions

What is the value of a teaching philosophy for today's academics and their institutions? And is there a difference in the Teaching Philosophy Statement (TPS) when comparing across cohorts of academics and their teaching experience?

Research Context and Literature

This research contributes new insights into how individual academics and their institutions, in Canada and Australia, engage with academics' teaching and learning beliefs, values and practices as represented in a TPS. Findings from this research will be of interest to Higher Education (HE)

communities in Canada and internationally. This research will contribute valuable new insights into the current academic discourse in teaching and learning and has the potential to impact debates and decision making on HE policy, practice as well as future professional development for academics. A TPS is the “cornerstone of reflective and scholarly practice in teaching and learning” (Coppola, 2002, p. 448) and as such, “essential to creating and maintaining a campus culture supportive of teaching” (Goodyear & Allchin, 1998, p. 103).

Prior to the publication of frameworks for a TPS developed by scholars, (Van Note Chism, 1998; Goodyear and Allchin, 1998; Schönwetter et al., 2002), the literature lacked “conceptual models that provid[ed] clear operational dimensions and comprehensive frameworks for the process of generating and evaluating teaching philosophy statements” (Schönwetter et al., 2002, p. 83). While documents on teaching portfolios, or dossiers soon became available, both Schönwetter et al., (2002) and Goodyear & Allchin, (1998) noticed that there remained comparatively little commentary on statements of teaching philosophy within such documents. There remains a gap between the “theory and practice of creating philosophies and research regarding their real-world integration” (Arroyo et al., 2015, p. 343).

However, this opportunity for higher education institutions to develop strategic and corporate management to enhance the day-to-day core business of teaching and learning appears to be lacking and has created increasing concern across the sector. For more than a decade the effectiveness of good teaching and learning at universities has been identified (Fitzmaurice & Coughlan, 2007; Prosser & Trigwell, 1999; Schönwetter, Sokal, Friesen, & Taylor, 2002) and is potentially one of the key risks for the tertiary sector going forward at the current rate of change. Detailed insights into the personal contexts and motivations of teaching academics who have experienced these institutional changes were undertaken in the late 1990s (Hill, 2000; Mcinnis, 2000; Winter & Sarros, 2002). Research findings show a decrease in, or lack of, institutional support for teaching at lecturer levels, where increased workloads had a negative effect on work motivation and performance. Winter further elaborates that “academics in teaching only roles and teaching and research roles reported significantly lower levels of organisational commitment compared to academics in more senior administrative roles” (Winter & Sarros, 2002, p. 248).

Critically, in today’s higher education context the outcomes and impacts of an individual’s development of a TPS beyond individual personal professional development has received little attention. Indeed, as observed by Fitzmaurice and Coughlan (2007), TPSs are likely to be “increasingly important at a time when the work of the academic in higher education is being defined in terms of a set of competencies” (p. 40). Research on the development of TPSs has missed

what is most important for contemporary academics; the value (i.e., outcomes, influences and impacts) of personal TPSs in relation to institutional expectations and student learning outcomes.

Research Method and Design

This research is an international case study bounded by purposive sampling from Canadian 3M National Teaching Fellows and Australian Higher Education Research and Development Society Australasia (HERDSA) Fellows. The research is conducted within an ethical research framework, which has been submitted for approval with the University of Canberra, where the PI, Gesa Ruge, is based. The data collection will be undertaken through 16 to 20 in depth personal interviews based on a narrative inquiry design. Purposive sampling parameters have been established within a verifiable framework. Voluntary participants are:

- Fellows of the Canadian 3M or HERDSA and have a developed TPS;
- represent a variety of HE disciplines (STEM, Health, Social Sciences, Creative Arts, Architecture, others);
- represent diversity across gender, age and length of educational expertise.

Narrative inquiry makes sense for this research because teaching and writing about teaching, for example in a TPS, is an autobiographical exploration. A TPS tells the story of the author's own journey of transformative learning.

Project Team Expertise

The project investigators have extensive teaching and learning as well as scholarly research expertise, including design and facilitation of TPS workshops at HE institutions and conferences, mentoring fellowship applicants, and developing cross-institutional reflective practice communities. The research team would be delighted to gain EDC support and would acknowledge this support at conference presentations, workshops and future scholarly publications.

Project Outcomes supporting EDC Living Plan

This research team identifies with the values of the EDC Living Plan 2016-2012 and would benefit greatly from EDC funding support. This research project contributes in particular to three areas of EDC Educational Developer Learning and Growth:

1. Enhancing, Supporting, and Advocating for Teaching and Learning Quality.
2. Management of Teaching Centres, and Institutional Teaching & Learning Portfolios.
3. Emerging Areas.

Further, the research methodology and parameters exemplify EDC core values of engagement, through

1. Reflective practice, including scholarly approach (SoED).
2. Community of educational developers.

Project Deliverables

- Data collection for Canadian 3M and HERDSA Australian Fellows capturing emerging insights and experiences of national and international importance for the EDC community.
- Design and Delivery of a Teaching and Learning workshop and on-line learning material for the EDC websites. The workshop is led by Professor Schönwetter at the University of Manitoba, (or other venue as agreed with EDC), for EDC members. This professional development workshop engages participants in their own continuing reflective practice and TPS development incorporating the new research findings.
- The learning material from this TPS workshop will be provided to EDC as e-learning material for all members accessible via the EDC website.
- Prepare practice-focused teaching philosophy online workbook, providing theoretical context with practical ‘how to’ steps to develop and increase impact of TPS for HE professionals.

5. **Budget** (describe each item and indicate the cost (Canadian \$) including hourly rate, per item cost and any in-kind or other contributions)

Item No.	Item Description	approx. Timeline	Budget Estimates (EDC) and In-kind contributions (Researchers)
1	Prepare and conduct 18-20 interviews on Teaching Philosophy with 3M and HERDSA Fellows	January to March 2018	40 to 50 hours, including ethical framework and purposive sampling selection process (Researchers)
2	Transcription of approx. 16 hours of interview audio data	March/April 2018	Approx. 18 hours x \$140 = \$2,520. Request \$1,500 EDC funding support for transcription costs. Remainder, approx. \$ 1020 and any additional interview costs are self-funded by researchers
3	Detailed text analysis and development research findings. Development of contribution to HE theory and practice	May to July 2018	60 to 80 hours contributed by researchers
4	Interim Report to EDC	July 2018	Prepared by researchers
5	Develop and deliver Teaching Philosophy Workshop	August / September	10 -12 hours by researchers , for preparation of teaching and learning

	incorporating research findings and feedback from EDC, STLHE and 3M. Held at the University of Manitoba, or as agreed with EDC .	2018	contents including power point slides made available to EDU as online resources. \$ 200 EDC funding for research assistant supporting event preparation.
6	Prepare practice-focused teaching philosophy online workbook, providing theoretical context with practical 'how to' steps to develop and increase impact of TPS for HE professionals.	Oct /Dec 2018	40 to 50 hours by researchers 2 days support by research and editing assistant to prepare layout of workbook approx. 16 hours x \$ 69 p/h = \$1,100 EDC funding support.
7	EDC event and workbook launch as teaching and learning resource	January 2019	\$200 EDC funding for research assistant supporting event preparation.
8	Final project report to EDC	January 2019	Preparation by researchers.

Budget Summary: Project items for EDC grant funding (Canadian \$)

Item No.	Item Description	approx. Timeline	EDC funding sought	Total Costs
2	Transcription of approx. 18 hours of interview audio data	March /April 2018	\$1,500 EDC funding for interview transcriptions	\$1,500
5	Teaching Philosophy Workshop and learning content	September 2016	\$ 200 EDC funding for event preparation	\$200
6	Prepare practice-focused teaching philosophy online workbook		2 days research assistant support = approx. 16 h x \$69 p/h = \$1,100 EDC funding	\$1,100
7	EDC event and workbook launch as online resources	January 2019	\$200 EDC funding for event preparation	\$ 200
			Total EDC funding	\$3,000

6. Agreements

[X] I/We agree to provide the EDC community, who funds this grant, with access to resulting information and resources for which the copyright remains with the author(s).

[X] I/We acknowledge that I/we will submit an interim report and a final deliverable (as described below).

7. Publications by the project team members relevant to this research project

Schönwetter, D. J., Sokal, L., Friesen, M., & Taylor, K. L. (May 2002). Teaching philosophies reconsidered: Balancing academic rigor with practical utility. *International Journal for Academic Development*, 7(1), 83-97.

Schönwetter, D. J., & Taylor, K. L. (2003). Preparing future professors for their teaching roles: Success strategies from a Canadian program. *The Journal of Graduate Teaching Assistant Development*, 9(3), 101-110.

Zhiqiang, L. & Schönwetter, D. J. (2004). Teaching creativity in Engineering, *International Journal of Engineering Education*, 20(5), 801-808 (supported by a SSHRC).

McCormack, C., Ambler, T., Martin, B., Waite, K., & Wilson, A. (2016). Narrative-based evaluation demonstrates the value of a higher education professional learning network. *Studies in Educational Evaluation*, 50(September), pp. 79–87.

Miley, F. Cram, B. Griffin, A. Kennelly, R. McCormack, C. and Read, A. *Using Stories in Teaching*. HERDSA guide. 2012, Higher Education Research development Society of Australasia.

Kennelly, R., McCormack, C. 2015. Creating more 'elbow room' for collaborative reflective practice in the competitive, performative culture of today's university" *Higher Education Research & Development*. Vol. 34 (5) pp. 942-956

Ruge, G. and McCormack, C. (2016). Developing your Teaching and Learning Philosophy Statement, Learning Resource York University, Toronto, Canada, Teaching Commons @ York.
<http://teachingcommons.yorku.ca/developing-your-teaching-and-learning-philosophy-statement/>

Schonell, S., Gilchrist, J., Kennelly, R., McCormack, C., Northcote, M., Ruge, G., Treloar, G. 2016 TATAL Talking about Teaching and Learning, a teaching philosophy workbook. Higher Education Research and Development Society of Australasia, Hammondville, NSW.