

EDC Grant Mid Term Report 2018

Date: August 23, 2018

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

Principle Investigator: Gesa Ruge, University of Canberra, Australia (STLHE Member)

Co-investigators: Dieter Schönwetter, University of Manitoba, Canada; Coralie McCormack, Higher Education Consultant, Australia and Robert Kennelly, University of Canberra, Australia

Research Assistant: Nicole Gareau-Wilson, University of Manitoba, Canada.

Project Overview from EDC grant:

The increasing internationalisation and institutional changes in Higher Education (HE) have highlighted the importance of individual teaching and learning values and beliefs. Critically, in today's higher education context the outcomes and impacts of a Teaching Philosophy Statement (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.

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 approved by the University of Canberra, where the PI, Gesa Ruge, is based. The data collection will be undertaken through 16 in depth personal interviews with 3M and HERDSA Fellow recipients. The findings from this research contribute 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.

Progress towards stated goals of the project at the midterm point:

The research project is progressing as per submitted project plan. The following project milestones have been undertaken and completed as follows:

1. Assess research scope, existing literature and research gap - from 06/2017 & ongoing
2. Ethical research approval granted by the University of Canberra – 11/2017
3. Purposive sampling and invitation of interviewees in Canada and Australia - 01/2018
4. Sixteen interviews conducted with 3M Canadian and Australian HERDSA Fellows – 03/2018
5. Transcription of interview recordings and review of transcripts – 05/2018
6. Initial open coding of interview transcripts - 08/2018
7. Coding analysis and development of initial findings – currently in progress

Barriers/challenges encountered and approach taken to address potential problems:

1. Facilitating coordination and communications of an international research team with a variety of individual and group tasks over three time zones and 15 hours of time difference. To address the potential challenge from the outset, all team members agreed to work collaboratively, maintain regular email contact and mutually agree on progress dates based on group and personal commitments. The project team has established monthly videoconference meetings, for which the PI prepares an agenda and circulate minutes, action items and regular updates.

2. Following the receipt of the EDC funding in late February 2018, there has been a delay within the University of Manitoba (UoM) administrative process in allocating the funding for the research assistant based at UoM. This has now been resolved and the research assistant started in mid-August. In order to minimise delays on project outputs, the research team has advanced the initial data investigation which will facilitate the research assistant's support with the detailed data analysis and development of initial findings by the research team.

Conference Presentations and /or publications based on the project, to date or planned:

The first output from this research project and EDC grant support is a workshop on Teaching Philosophy Statements, where the initial research findings are incorporated into a practice focused format for professional development and providing feedback to the research team. The workshop has recently been advertised by the Centre for Advancement of Teaching and Learning at the University of Manitoba and will be delivered by the Professor Dieter Schönwetter. STLHE/ EDC members are invited to attend. The learning material from this workshop will be provided as a resource to EDC for dissemination via its website.

Information from the University of Manitoba

Workshop registration weblink: <https://events.eply.com/teachingfall2018>

The Value of Teaching Philosophy Statements: Tips from Teaching Award Winners Held at University of Manitoba, September 13, 2018; from 1:00 - 4:00 PM, Room 223 - 65 Dajoe Road

Teaching award winners in Canada (3M Recipients) and Australia/New Zealand (HERDSA Fellows) were interviewed and shared the value of their teaching philosophy statements over their careers. Highlights from this study will be interwoven with literature on teaching philosophy statements. Participants will have opportunities to learn from these experts' experiences, from the literature, as well as have the opportunity to begin to create their own teaching philosophy statement narratives.

Learning objectives:

- *Identify the key components of a teaching philosophy statement.*
- *Create the beginnings of a narrative of a teaching philosophy statement.*
- *Share your expected value of your TPS in conversations with others.*

Acknowledgement: This research project and workshop are supported by the Educational Developers Caucus Grant of the Society for Teaching and Learning in Higher Education, Canada.

Workshop Facilitator: Dieter Schönwetter

Further EDC grant outputs in planning:

- Prepare practice-focused teaching philosophy online workbook for EDC website – Dec 2018
- EDC event and workbook launch as online resource for members – planned for January 2019

Post EDC grant plans by the research team:

- Publication of a research paper in an international academic journal
- Presentations of research findings at the STLHE and HERDSA annual conferences in 2019
- Delivery of professional development workshops at Canadian and Australian Universities interested in supporting the expansion of Teaching Philosophy development and practice at their institutions. For inquiries please email the Project PI Gesa Ruge, ruge.gesa@gmail.com.
- Continued engagement with STLHE /EDC and HERDSA on TPS development.