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TEACHING PORTFOLIO CHART WORKSHOP

The University of Tokyo
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Agenda

Part 1
· Introduction
· TP and TP Chart
· Creating TP Chart   ← We'll do today

（TP : Teaching Portfolio）

Part 2
· Revising TP chart
Part 3
· Improving Teaching with TP Chart

· References

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PART 1

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INTRODUCTION

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About us

- Kayoko Kurita Ph.D.（栗田 佳代子）
  - Associate Professor,
    Center for Research and Development
    in Higher Education, The University of Tokyo
  - Responsibility: Institutional-wide Faculty Development
  - Teaching: UTokyo Future Faculty Program,
    　　　　　　(Online course) Interactive Teaching
  - Research: Professional Development
    - Dissemination of Portfolios for Professors
    - Background: Educational Psychology,
      　　　　　　　Quality Assurance of Higher Education
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About us

- Lui Yoshida Ph.D.（吉田 塁）
  - Project Assistant Professor,
    Center for Research and Development
    in Higher Education, The University of Tokyo
  - Professional development, educational technology,
    open education
    - Background: Computer science, biomedical
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Goals and Objectives

- Goals
  - To improve teaching in the futre by grasping the over-all picture
    of teaching activities and clarifying the philosophy of teaching
    through the creation of a TP chart
- Objectives
  - Through the creation of a TP chart, you can
    - Grasp the overall picture of teaching activities
    - Clarify teaching philosophy with self-awareness
    - Explain connections among teaching philosophy, strategy and
      methodology
    - Set long and short-term goals
  - To be able to improve classes based
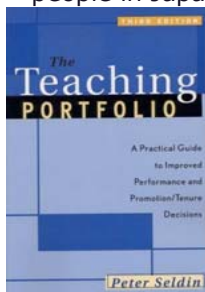   on a TP chart

TP and TP Chart

The values of clarifying teaching philosophy

- For teachers
  - The confirmation of **self-identity** as a teacher
  - The clarification of teaching responsibilities for **a professional** to have
  - The stipulation of one's **behavioral principle**
  - The provision of stable, continuous, and long-term **teaching guidance**
  - **The support for the personal development** as a teacher

- For organizations
  - Opportunities to ask questions about the relationship between organization's philosophy and a teacher's personal philosophy
  - Opportunity to spread the education-oriented culture among teachers
  - Documents that identify the changes in teachers and students

- For students
  (through sharing)
  - Enhancement of engagement in more productive learning
  - Acquisition of explicit support and respect

  (Goodyear & Allchin 1998)

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What is Teaching Portfolio ?

- Definition
  - A carefully selected reflective document about teaching supported by various evidence （Seldin 2007）
- Size
  - Documents of 8 to 10 pages (A4 size) with materials of evidence
- Purpose

Process

  - Teaching improvement
  - Visualizing Teaching
    - A material for multilateral teaching performance evaluation
    - Sharing outstanding activities
    - Transmission of information

Product

Important regardless of the type of schools

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Current situation of its use in higher education in Japan

- Widely used as teaching performance evaluation material in the US and Europe
- Beginning to be used mainly as a tool to improve teaching in Japan
  - *For Building Education for Undergraduates* - Report by the Central Education Council
  - Already introduced in over 30 organizations, created by about 700 people in Japan
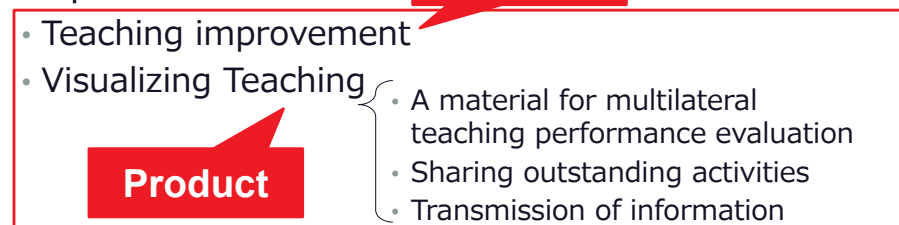
Seldin (2003)   Kurita (2007)   Other References for TP in Japan

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What is TP Chart ?

- An A3-size worksheet for improving teaching while reflecting on the overall picture of teaching activities
- Originally developed as an experience tool for the creation of a TP
  Also used as preparatory work for the creation of a TP
- Features
  - Visual organizer of personal teaching activities
  - Overviewing and structuring by self-reflection
  - It can be created in a short time

| TP chart | Start-up sheet | → | TP |

Tasks for preparation   Create in a 3-day WS
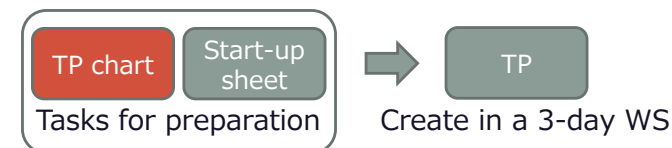
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Creating TP Chart

Rules for creating a TP Chart

- The process
  - From specific educational activities to philosophy
- How to use Sticky notes
  - Write one item per one note
    - Yellow : Past/Present
    - Blue : Future
    - 🟣 : Personal Episode
  - Use a large yellow note mainly
  - Will be informed accordingly when different colors and sizes are to be used
  - Please write neatly and clearly as they will be shared

| Discipline Name | Purpose | | Reflection | 3 min |

Basic Information

Philosophy

·Please write name & discipline
directly here
  Ex: Math, English, Japanese History (K-12)
     Nursing Science, Biomedical Engineering
                              (Higher Ed)
·Please write the purpose of the creation directly here
  Ex: Teaching improvement, self-awareness,
     to organize & categorize activities

"name and discipline" are used when the chart is shared in pairs. Writing "purpose" is for being aware of one's own purpose to create the chart.

Responsibility | Reflection | 5 min |

Responsibility

Please write your teaching responsibility
in the last 12 months.

Ex: World History (class A, 7th)
     Statistics (compulsory)
Ex: Academic & career counselling,
     Staff advisor at Kendo Club,
     Making exam questions,
     In charge of open campus athletic MT,
     Curriculum development, Supervisor at
     laboratory, Mentor to new teachers, etc.

If there'll be more than six, use smaller notes.

Please feel free to include whatever you would consider to be teaching responsibility.
These are meant to form a part of information for reflecting on teaching.

Please describe the improvements & efforts made in teaching responsibility（Activities to improve teaching）

Use smaller notes if there'll be more than three.

Ex of improvement :
 Introductions of flipped classes/Rubric
Ex of efforts : Attending workshop for teaching improvement once a week, organizing a study session on active learning, taking an online course for improving teaching, creation of a TP Chart

Improvement·Effort

Outcome·Evaluation

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Please describe the positive outcomes the students achieved by the teaching activities you did and the evaluations by the students & a third party.

Use smaller notes if there'll be more than five

Ex of the outcomes: Students' increased interest in biology, improvement of the average marks in exams, the club won a competition
Ex of evaluations: The result of a teaching evaluation survey, comments from co-workers who observed a class, comments at a teaching workshop, winning the best teacher award

There may not be many things to write in the outcome/evaluation section, but it is not a problem as the point is to care about them!

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1st Sharing

4 min each

Self-introduction, Responsibility, Improvement/Effort, Outcome/Evaluation

Please introduce yourself regarding your affiliation and discipline.

Please explain about your teaching responsibility, improvements/efforts you are making, and outcomes/evaluations, using the Chart at hand.

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Rules for Sharing

Frankly and constructively with respect

<Speaker>
• Explain your teaching responsibility in a simple language
• Avoid technical jargon or make them easy to understand with explanation

<Listener>
• <u>Concentrate on listening</u> with interest
• <u>Accept</u> the speaker's position
• Provide feedback (responses, questions) with an aim to enhance the reflection

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Slide 20

Please describe the following in your teaching responsibility so far:
- Activities you do as a routine
- Activities you think as something important
- Method that characterizes your teaching

Please write *activities*, not ideas

     Ex: A short test before each class
         Group activities frequently
         Keeping the starting/finishing time of classes strictly
         Giving classes without using textbooks
         Making opportunities for students to air their opinions
         Playing with the pupils during a break

It is important to write down your activities first as it will form the first step to discover your teaching philosophy.
Try to recall what you do when preparing for a class and when actually giving a class

Slide 21

Philosophy   Goals

Using the following as a reference, please consider the reasons why you are using the *methods* you've written down.
Describe the reasons as a *strategy*.

- **Why is the method important for the pupils/students?**
- **How would you want them to develop using the method?**
- **How/what would you want them to learn about academic subjects?**

Group them together if they are similar in the *methodology* (see the following page)

  Ex:·(Methodology) "Carrying out short tests"
      →(Strategy) "Complete learning of the basics"
    ·(Methodology) "Strictly keeping the starting/finishing time of classes"
      →(Strategy) "The strategy that teachers follow the rules themselves"
    ·(Methodology) "Making opportunities for students to air their opinions"
     (Methodology) "Frequent use of group activities"
      → (Strategy) "To let students realize that their learning can be enhanced by group activities"

Slide 22

Philosophy   Goals
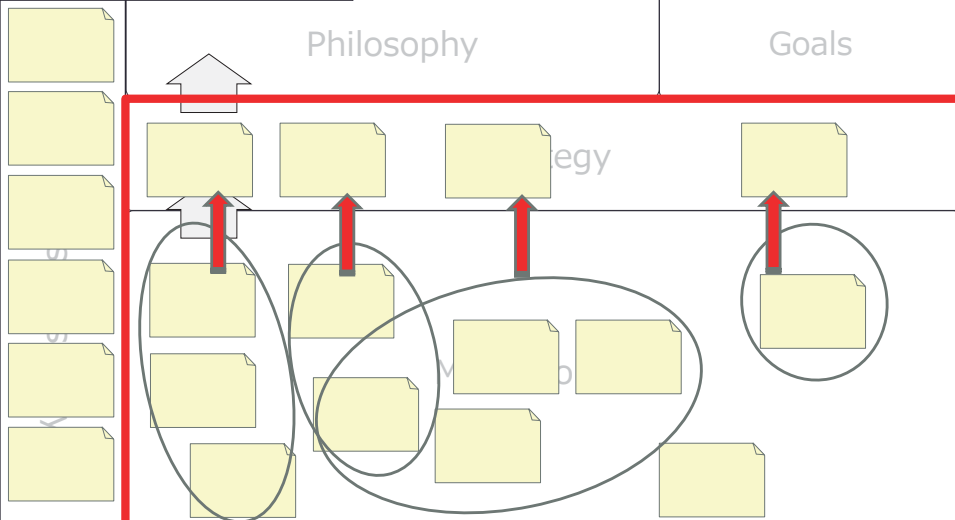
Please find more than 2 groups and circle them together.
You can have groups with a single "Methodology" note or a "Methodology" which is shared among multiple groups.

Slide 23

Goals

Please give the reasons why you use the *strategies* while grouping them.
Describes the reasons as a *Philosophy*.
The following viewpoints are the hints to discover Philosophy:

- What do you want them to be in the future
- What you want to be as a teacher
- What you want them to learn academically

As it is important that you can individually discover Philosophy, examples are not given here. We encourage you to find your own Philosophy.

Philosophy

Goals

If you have any personal episodes (e.g. influential people/events) which led you to your own philosophy, please write them down in **the apple note**.
If you have discovered a new philosophy, please write it down in a note and add to the section of "Philosophy".

Ex:（Episode）A teacher who would always listen to my problems sincerely even though she was not my teacher
→（Philosophy）「～～～」

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Confirmation of the relationships

Goals

Please confirm whether "Philosophy", "Strategy", and "Methodology" are properly corresponding to one another.

If necessary, please refer to the slides: "Revising a TP Chart" in the Part 2 for a detailed explanation on how to check relationships.

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2nd Sharing

4 minずつ

Teaching Philosophy & Strategy/Methodology

Based on your Chart at hand, explain it to others together with "Teaching Philosophy" and Strategy/Methodology which embodies the Philosophy".

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Rules for Sharing

Frankly and constructively with respect

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\<Speaker\>
- Explain how to relate Philosophy, Strategy and Methodology
- Associate Strategy/Methodology in each Philosophy as its embodiment.

\<Listener\>
- Concentrate on listening with interest
- Accept the speaker's position and do not deny
- Provide feedback (responses, questions) with an aim to enhance the reflection

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Revision based on the conversation

> Please revise the Chart based on new ideas and things you have got through the conversation.

Evidence

Reflection

See notes in the parts framed with a red line.
Write down the evidence for each note (Responsibility, Improvement/Effort, Outcome/Evaluation, Methodology) in **smaller yellow notes** and attach them on the corresponding notes (see the examples in the following page).

The colors are exaggerated for easier identification.

Evidence

Reflection

Goals

Ex:
Responsibility: Time schedule, letters of appointment, syllabus

Improvement/Efforts: Flyer of a study circle, certificate of attendance in a training, certificate for a qualification

Outcome/Evaluation: Examples of outstanding review, student ratings, feedback/comments from co-workers, data of his/her students' academic/career paths

Methodology: Handouts, exams, materials for tasks in a group work, teaching notes, photos of class scenes, snapshots of LMS

It is no problem if you cannot attach to all of them. What is important is to have a sense that keeping the evidence of what you did matters and form a custom of keeping evidence.

3rd Sharing

Evidence

Let's examine the evidence you couldn't attach smaller notes to. Write down the possible evidence you thought of on smaller *blue* notes and attach them on the corresponding notes (Refer to the following page).

Evidence

Examine what evidence could be attached in the places where no yellow notes are attached. Write down the evidence if you discovered and attach it as a blue note.

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Goals（Short-term）

2 min

As a short-term goal, write it down in "Methodology", "Improvement/Effort", "Outcome/Evaluation" and even in "Responsibility". Describe specifically so that it is clear to see whether it is achievable (see the following page for examples).

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Goals（Short-term）

Ex:
Methodology: Introduce a rulebook/poster representation, make a teaching plan and improve it after every class

Improvement/Effort: Attend a training on class management, participate in a study circle on teaching

Outcome/Evaluation: Enhance the interest and awareness in a subject, raise the average mark of mock exam at school to "X" points, make a presentation on practical teaching at a conference, apply a student's work for "xxxx" award/contest.
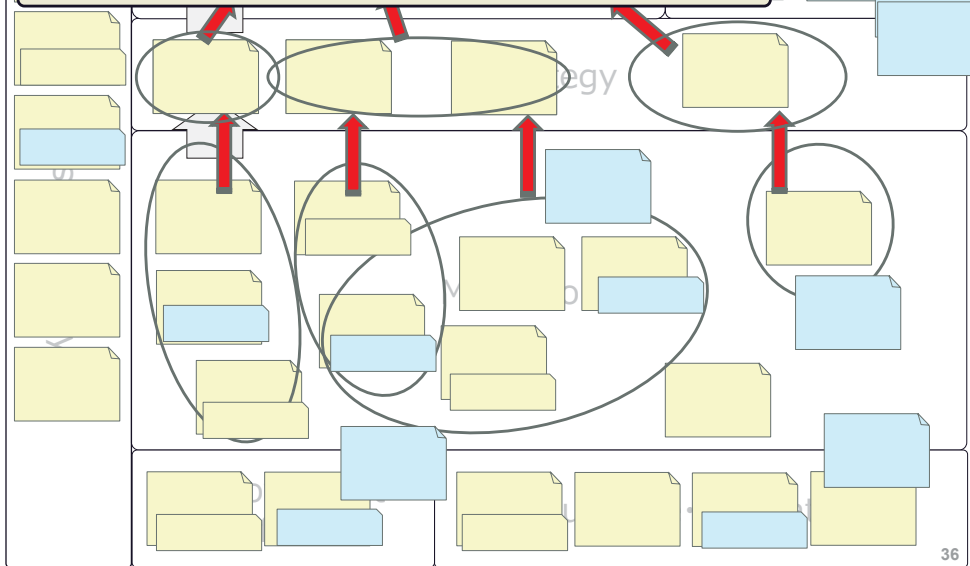
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Goals（Long-term）

2 min

Look at the overall picture, think of the goals you would like to achieve concerning teaching in the future and write them down in the section of "Goals". Add specific short-term goals if you can set them in order to achieve the main goals.

Ex: I would like to create classes that teach what students need for their lives, not simply for entrance exams.

Short-term goals for the goal :
Seek ideal practices inside and outside of the country,
Find like-minded people inside the school,
Try the practices away from regular classes.

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Reflection

Reflect on the creation of the Chart and write down your views.

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4th Sharing

Goals and Views

Please explain your long-term and short-term goals along with your philosophy in pairs.

At the same time, please share your thoughts and comments about creating your TP Chart.

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Rules for Sharing

Frankly and constructively with respect

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<Speaker>
- Explain the goals as the expression of your determination.
- Share your thoughts and comments about creating your TP Chart.

<Listener>
- Concentrate on listening with interest
- Accept the speaker's position and do not deny
- Provide feedback (responses, questions) with an aim to enhance the reflection

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Congratulation for the completion!

Completion of TP chart is your start
Revise leads improvement of teaching:
- – Make blue sticky notes to yellow ones
- – Evolve methodologies
- – Elaborate your philosophy

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PART 2 Revising TP Chart

The significance of revising TP Chart

- By revising your TP Chart, forcusing on Philosophy & Strategy, you can -
  - find out your Philosophy clearly.
  - make the relationshiop between Philosophy and Strategy clearer.
  - achieve a deeper reflection through the above.
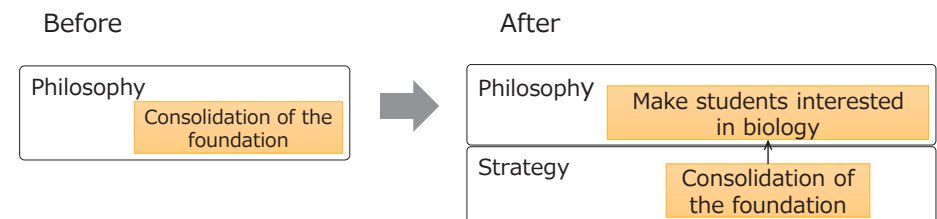

The Questions to promote the revision

- **The questions to check Philosophy**
  - Q1: Why is the philosophy important ?
    - A question to check whether it is truly philosophy.
  - Q2: What is ○○ for you ? （○○: fun, happy, interesting, etc.）
    - A question to clarify the philosophy further.
  - Q3: What is the relationship between ○○ and △△ ?
    - A question to promote deeper understanding of the Philosophy (○○、△△ are Philosophical elements)
- **The questions to check Strategy & Philosophy**
  - Q4: Can you realize the philosophy with the strategy ?
    - A question to check whether the strategies are sufficient for the philosophy.
  - Q5: How the Strategy relates to the Philosophy ?
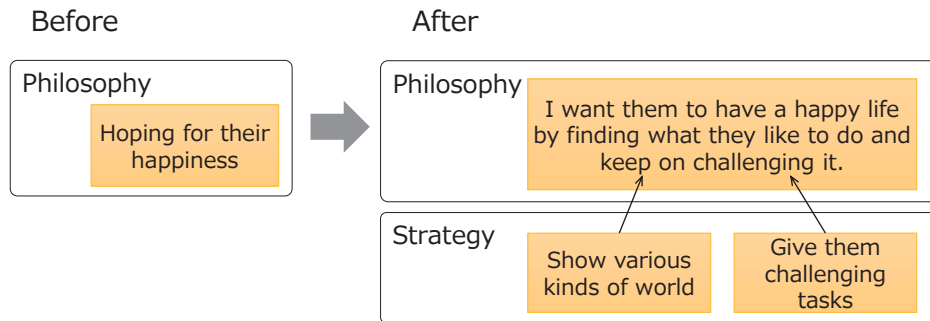   - A question to check whether the philosophy is sufficient for the strategies.

Q1: Why is the Philosophy important ?

- It might be a philosophy if there isn't an answer; if there is, the answer might be close to a philosophy.
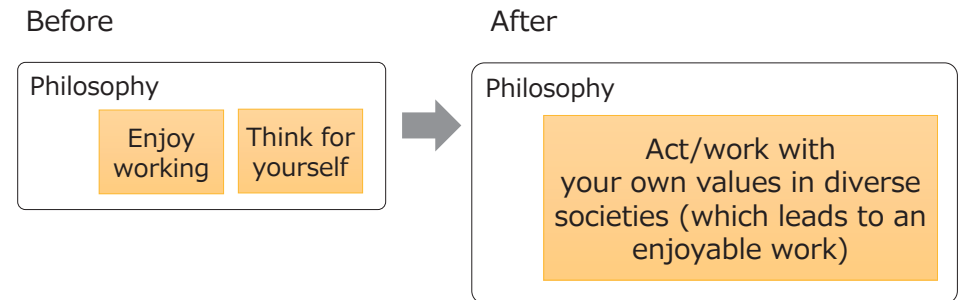
Before

Philosophy
Consolidation of the foundation

After

Philosophy	Make students interested in biology
Strategy	Consolidation of the foundation

Q2: What is ○○ for you ?

- To be able to express abstract
  Philosophy specifically
  (○○: Fun, Happy, Interesting etc.)

Before

Philosophy
Hoping for their happiness

After

Philosophy
I want them to have a happy life by finding what they like to do and keep on challenging it.

Strategy	
Show various kinds of world	Give them challenging tasks

Q3: What is the relationship between ○○ and △△ ?

- To be able to have deeper understanding of philosophy by explaining relationships
  (○○,△△: Factors of Philosophy)

Before

Philosophy	
Enjoy working	Think for yourself

After

Philosophy
Act/work with your own values in diverse societies (which leads to an enjoyable work)

Notes for peer review

- Give priority to finding the peer's Philosophy.
- Respect the peer's Philosophy and do not reject it.
- Ask questions constructively and encourage the peer to gain awareness.

The philosophy is the peer's.
This is neither an instruction nor an interrogation

Other questions that deepen Philosophy

- How has the personal episode influenced the philosophy ?
- What would you want the pupils/students to be?
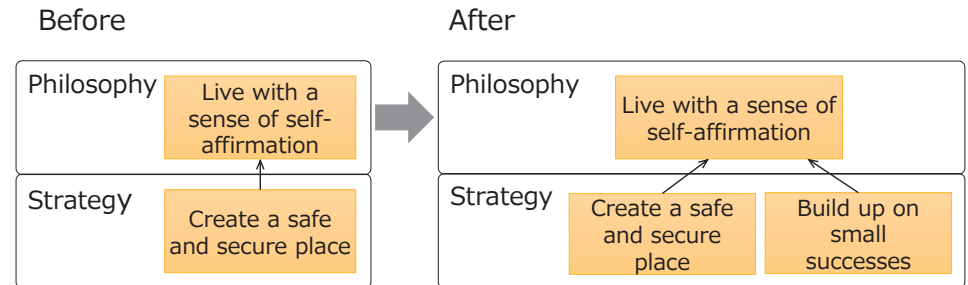- What would you like to be as a teacher yourself?

Activities using Q1, Q2 and Q3

- （Individual）Ask yourself questions about each element of the philosophy（3 min）
  - Q1: Why is the philosophy important？
  - Q2: What is ○○ for me？
    （○○: enjoyable、happiness、interesting, etc.）
  - Q3: What is the relationship between ○○ and △△？

- （A pair）Acknowledge the elements of each other's philosophy with the questions as a reference (6 min ×2)
  - Q1: Why is the philosophy important？
  - Q2: What is ○○ for you？
    （○○: enjoyable、happiness、interesting, etc.）
  - Q3: What is the relationship between ○○ and △△？

- （Whole）Share questions and comments
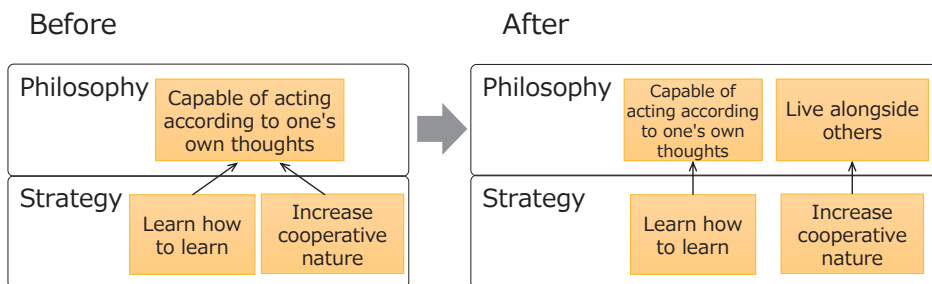
Q4: Can you realize the philosophy with the strategy?

- To be able to check if the strategy is sufficient for the philosophy.

Before

Philosophy	Live with a sense of self-affirmation
Strategy	Create a safe and secure place

After

Philosophy	Live with a sense of self-affirmation	
Strategy	Create a safe and secure place	Build up on small successes

Q5: What is the relationship between the strategy and the philosophy？

- To be able to check whether the philosophy is sufficient for the strategy

Before

Philosophy	Capable of acting according to one's own thoughts	
Strategy	Learn how to learn	Increase cooperative nature

After

Philosophy	Capable of acting according to one's own thoughts	Live alongside others
Strategy	Learn how to learn	Increase cooperative nature

Activities using Q4 and Q5

- （Individual）Ask yourself questions about each element （3 min）
  - Q4: Can you realize the philosophy with the strategy?
  - Q5: What is the relationship between the strategy and the philosophy ？

- （A pair）Acknowledge the elements of each other's philosophy with the questions as a reference
  (6 min ×2)
  - Q4: Can you realize the philosophy with the strategy?
  - Q5: What is the relationship between the strategy and the philosophy ？

- （Whole）Share questions and comments

To conclude

- （A pair） Further discussion to go over the topics which were not sufficiently examined （5 min）

- （Whole） Share questions and comments

Revised TP Chart

Have you been able to understand teaching activities more deeply?

What have you become aware of?

（REFERENCE）
Carrying out a workshop

Carrying our a workshop

- The recommended procedure

  - Create TP Charts （2 h 30min）
    - Promote the creation of TP Chart by giving time limits

  - Revise TP Charts （1 hour）
    - Promote the revision of TP Chart using the questions as a reference

  - Improve teaching based on TP Chart （2 h 45 min）
    - After sharing philosophy and strategy based on TP Chart, encourage a dicussion of improvement of specific topic on the teaching methods

Notes for carrying out a workshop

- For creating and revising TP Chart
  - Create a safe and secure place
  - Encourage to give priority to finding the peer's philosophy
  - Encourage not to reject the peer's philosophy
  - Do not discuss specific teaching methods

- For improving teaching based on TP Chart
  - Encourage a discussion on teaching methods while respecting the peer's philosophy
    - Bad example: "We should use this method!"
    - Good example: "This method may be appropriate with your philosophy/purpose."

Preparation for the workshop

- For creating TP Chart
  - （Instructor）Prepare A3-size TP Charts and sets of sticky notes for the number of the attendees
    - Number of sticky notes: Yellow large（653RP-Y）1/2, Blue large（653RP-B）1/4, Yellow/Blue small （700RP-GK）1/4 each, Apple（SSS-APN）5 sheets （The numbers inside the brackets show the maker, 3M's model number)
      - You can use a single type of sticky notes if they are not available in sets（prepare one block in the case of a single type）Creating TP chart is more important than complete preparation.
- For revising TP Chart
  - （Atendees）Created one's TP Chart
- For improving teaching based on TP Chart
  - （Atendees）Created one's TP Chart
  - （Atendees）Materials for teaching improvement such as a teaching plan

References for creating TP Chart

- 栗田佳代子・吉田塁・大野智久 (編著) (2018)「教師のための『なりたい教師』になれる本!」学陽書房
  初等中等教育担当の先生向けに書かれたTPチャートの作成・見直し・活用についてまとめてあります

- 栗田佳代子・吉田塁（2018）「教師個々の軸を確立し、組織づくりへ」キャリアガイダンス 422, 35-39
  https://shingakunet.com/ebook/cg/422/#page=35
  TPチャートについてコンパクトにまとまっている記事です。

- 栗田佳代子・吉田塁（2018）「ティーチング・ポートフォリオ作成講座」看護教育 4月号（58号）～ （連載）
  ティーチング・ポートフォリオ作成までを12回の連載で紹介します。
  5月号は「TPチャートの作成」です。

- https://kayokokurita.info/
  TP・TPチャート関係の各種資料がダウンロードできます。

- Facebookグループ ティーチング・ポートフォリオ（TP）
  開催情報、各地の開催報告などの共有がされています。

References

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- Kurita, K. (2013) Structured strategy for implementation of the teaching portfolio concept in Japan, International Journal for Academic Development, International Journal for Academic Development, 18(1), 74-88 (DOI :10.1080/1360144X.2011.625622)
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- 大阪府立大学高専ティーチング・ポートフォリオ研究会 (編)『実践 ティーチング・ポートフォリオ スターターブック』, NTS出版
- Yoshida, L., & Kurita, K. (2016). Evaluation of Structured Academic Portfolio Chart and Workshop for Reflection on Academic Work. Procedia Computer Science, 96, 1454-1462.
- 大学評価・学位授与機構監訳・栗田佳代子訳 ピーター・セルディン著(2007)『大学教育を変える教育業績記録』玉川大学出版部 （Peter Seldin (2004) The Teaching Portfolio: A practical guide to improved performance and promotion/tenure decisions 3rd ed. Anker Publishing Company, Inc.)
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- 吉田塁, 栗田佳代子 (2016) ポートフォリオ作成を支援するメンタリングチェックシートの開発と応用，大学教育学会誌, 38(1), 172-180
- 吉田塁, 栗田佳代子 (2015) 大学院生版アカデミック・ポートフォリオの開発，日本教育工学会論文誌, 39(1), 1-11

PART 3
Improve Teaching
with TP Chart

Improve my teaching

- （Group）Share what needs to be improved and discuss it
（18 min each）
  - Share the activities consulters want to improve, teaching material, teaching plans, annual plans, etc.
    - Explain what you want to improve and what you feel the tasks are.
    - Explain philosophies and strategies concerning improvements and challenges or the reason for the improvements.
  - Discuss improvement plans while referring to one's philophy/purpose
    - Discuss constructively, rather than going straight to talk about the methods, while listening to the reason why the method will be used and how it relates to the philosophy.

- （Whole）Questions and answers

Wrap-up

- Reflection for the whole day
  - （Individual）What I learned today（3min）
  - （Group）Sharing（6min）
  - （Whole）Q&A（8min）