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## UNIV 599--TEACHING PORTFOLIO

### CONTACT INFORMATION

Instructors: Elizabeth (Betsy) Barre, Joshua Eyler, and Robin Paige

Office: Herring 129

Email: barre@rice.edu, jeyler@rice.edu, and robin.paige@rice.edu

Office Hours: By Appointment

### COURSE DESCRIPTION

This independent study serves as a capstone to the UNIV sequence on teaching and learning. Students will meet individually with the instructor to plan and complete a teaching portfolio.

### LEARNING OUTCOMES

Insofar as this course contributes to the larger program outcomes of the CTE's proposed Graduate Certificate in Teaching and Learning, it is designed to help students to:

- Communicate individual pedagogical values and approaches to teaching and learning
- Situate the role of teaching in higher education and the job market

### PORTFOLIO COMPONENTS

- Introduction  
*How has your participation in the Certificate program shaped/changed the way you think about teaching practices and their relationship to student learning, as well as your goals for a future career in higher education? How do the individual components of the portfolio reflect this approach to pedagogy?*
- Statement on Teaching (2-3 pages)  
*Teaching philosophy, strategies, objectives, and goals*
- Syllabus  
*Introductory level course is preferred*
- Assignment (s):  
*A well-designed assignment that has been/would be used in the same course as the syllabus presented above*
- Evidence of Teaching Effectiveness  
*Section may include any of the following:*
  - Summarized student evaluations of teaching, including response rate and relationship to departmental average
  - Written comments from students on class evaluations

- Comments from a peer observer or a colleague teaching the same course
  - Letters from former/current students
  - Letters from course head, division head or chairperson
  - Demonstration of student learning such as tests, students' lab books or other workbooks, students' papers, essays, or creative works
  - Graded work from the best and poorest students, with teacher's feedback to students
- Professional Development Related to Teaching:
    - Section may include any of the following:*
    - Participation in courses, seminars, workshops, institutes and professional meetings on teaching
    - Preparation of a textbook, lab manual, courseware, etc.
    - Publications in teaching journals
    - Papers delivered on teaching
    - Reviews of forthcoming textbooks or other books used for instruction
    - Service on teaching committees
    - Work on curriculum revision or development

### **GRADING AND EVALUATION**

The portfolio will be graded on a pass/fail basis. All components must be completed in a satisfactory manner by the established deadline in order to qualify for a passing grade. A "pass," then, will equate to an A for the course, while a "fail" will equate to a C.

### **DEADLINE**

Portfolios are due on December 9<sup>th</sup>.