Workshop Objectives

- Introduce faculty members and evaluators to the merit and the know-how of preparing a teaching portfolio for assessing, improving, and shaping teaching practices.

- Help faculty members develop their own teaching portfolios.

- Introduce faculty members and evaluators to common practices for evaluating teaching portfolios.
Workshop Organization

- Part I (Profs. Ghaddar and Dawy):
  - What is a teaching portfolio?
  - Why to develop a teaching portfolio?
  - How to develop a teaching portfolio?
  - Note: Includes real examples and helpful tips

- Part II (Prof. BouJaoude):
  - How to evaluate teaching portfolios?
  - To what extent should teaching portfolios be used for faculty assessment and promotion?
What is a Teaching Portfolio?

- **Factual** description of a professor's teaching strengths and accomplishments.
- Documents and materials, which collectively provide **evidence** for the quality of a professor's teaching performance.
- Own compilation of information about a professor's teaching.
- Selected information on teaching activities and solid **evidence** of their effectiveness.
- ...

Why to Develop a Teaching Portfolio?

- Why would faculty members spend time and effort to prepare a teaching portfolio?
  - Should do it for promotion or renewal reviews
  - Should do it for seeking awards, grants related to teaching, or new positions
  - Document for themselves how their teaching has evolved over time (self-assessment for the sake of improvement)
  - Share their expertise and experience with other faculty members
  - Leave a written document within the department so that future generations of teachers will have the benefit of their thinking and experience
How to Develop a Teaching Portfolio?

- Sample typical teaching portfolio content:
  1. Personal Information
  2. Teaching Philosophy and Methodology
  3. Teaching-Related Roles and Responsibilities
  4. Representative Course Material
  5. Teaching Assessment, Evaluation, and Improvement
  6. Appendices

- Note: There is no unique way for developing/organizing a teaching portfolio (individual preferences and style, discipline dependence, institution's culture, etc.).
How to Develop a Teaching Portfolio?

- Sample typical teaching portfolio content:
  1. Personal Information (name, department, CV, etc.)
  2. Teaching Philosophy and Methodology
  3. Teaching-Related Roles and Responsibilities
  4. Representative Course Material
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- Note: There is no unique way for developing/organizing a teaching portfolio (individual preferences and style, discipline dependence, institution’s culture, etc.).

Teaching Philosophy and Methodology

- Compact but thoughtful reflective essay describing own teaching philosophy, goals, objectives, methods, and/or strategies:
  - Structured into multiple sub-sections
  - Typically less than two pages in length
  - Inline with the institutional goals
  - Inline with generally accepted criteria of good teaching
  - ...

- Note: This is the most difficult section of preparing a teaching portfolio.

- Note: Remaining portfolio contents should be used to assess how well these objectives are met and these methods are applied.
Teaching Philosophy and Methodology

- Compact but thoughtful reflective essay describing own teaching philosophy, goals, objectives, methods, and/or strategies:
  - What are your general teaching goals and objectives?
  - What methods/strategies do you use to achieve your goals/objectives?
  - What is your role as a teacher? What do students expect of you?
  - What methods of teaching do you rely on frequently?
  - What do you feel you need to change in how you teach? What difference will this make?
  - What makes you feel good about teaching? What gives you reward? What are the reasons behind the feelings?
  - What do you do to self assess and improve your teaching?
  - What shaped your teaching?
  - What obstacles do you encounter (e.g., facilities, library resources, excessive class sizes, etc.)? How do you deal with them? ...

我看见我忘记。我听见我记住。我做我了解。

wǒ kàn jiàn wǒ wàng jì.

wǒ tīng jiàn wǒ jì zhù.

wǒ zuò wǒ liǎo jiě.

English translation:

I see, I forget.

I hear, I remember.

I do, I understand.
Exercise I

- Based on your teaching experience, provide key ideas for answering the following questions:
  - What is your teaching philosophy? What are your teaching objectives/goals?
  - What specific methods/strategies do you use in order to achieve these objectives/goals?

- Discuss your answers within your group.

- Note: Use Worksheet I.
  - You can make use of the provided examples or you can directly write down your thoughts on the above questions.

Example: Teaching Philosophy and Methodology of Zaher

In accordance with the mission of AUB, my teaching philosophy and methodology aim at providing students with the required theoretical and practical skills to develop their problem solving capabilities, foster their critical thinking, and prepare them to enjoy a life rich with learning. To achieve these objectives, my teaching practice is based on the following four distinctive pillars.
Example Teaching Philosophy and Methodology of Zaher

1. The Big Picture
   - Stimulate student interest from the first lecture
   - Course like a story with interrelated chapters and a set of pre-defined outcome themes
   - First lecture slides very similar to last lecture slides
   - Clear flow of ideas throughout the course
   - ...
2. Presentation and Organization
3. Theory and Practice
4. Teaching Beyond Courses
Example Teaching Philosophy and Methodology of Zaher

1. The Big Picture

2. Presentation and Organization
   - Teaching method depending on course material and student level (board vs. slides, collaborative teaching, course assessment, etc.)
   - Presentation method (interactive, stimulating, entertaining, etc.)
   - Course organization and material (timely delivery, Moodle, consistency in terms of structure, formatting, and content, etc.)
   - Feedback from students (discussions, own evaluations, institutional evaluations, etc.)
   - ...

3. Theory and Practice

4. Teaching Beyond Courses
Having heard about his successful cellular system design in the Spanish island of Mallorca, AnaCanDo got an offer from the company BesteZelle in Austria to design a wireless cellular system customized for the city of Salzburg. AnaCanDo accepted the offer as a consultant for one month at BesteZelle especially that it is a sister company of BestCell. Having his wedding planned directly before the scheduled leave, he decides to spend his honeymoon with his wife in Salzburg. Salzburg (soft mountain) is one of the most touristic cities in Europe. It is the city of Wolfgang Mozart (1756-1791), it is the city of Christian Doppler (1803-1853), it is the city of The Sound of Music.

After one week of honeymooning, unfortunately work at the company started. On the first day, AnaCanDo collected necessary information regarding typical channel parameters and design requirements. He was given the following: typical delay spread $T_m = 1 \mu\text{sec}$, maximum Doppler spread $f_D = 37 \text{ Hz}$, carrier frequency $f_c = 1000 \text{ MHz}$, channel bandwidth $2W = 1 \text{ MHz}$, pathloss exponent $\alpha = 3$, pathloss constant $\kappa = -26 \text{ dB}$, and pathloss distance $d_0 = 1 \text{ m}$.

One of the main design constraints is to keep the number of BSs as small as possible since the project budget is relatively limited and the officials in Salzburg want to avoid having many of their beautiful historic buildings decorated with antennas on their tops. In terms of numbers, the requirement is to have the radius of each cell at least 1 Km. The main service class to be supported is speech with a target BER of $10^{-3}$ and an end-to-end delay threshold of 150 msec. Given all this input, AnaCanDo started working on the design. As the main target is to have a relatively large coverage (minimum cell radius of 1 Km), AnaCanDo concentrates on the design of the uplink since the uplink is normally the coverage limiting link in cellular systems.

(a) Why is the uplink normally the coverage limiting link in cellular systems?  
2 pt

(b) Calculate the speed limit in Km/hr in the city of Salzburg.  
2 pt

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**Example: Teaching Philosophy and Methodology of Zaher**

1. **The Big Picture**
2. **Presentation and Organization**
3. **Theory and Practice**
4. **Teaching Beyond Courses**
   - Teaching-learning relationships extend beyond courses/lectures
   - Academic development at department, faculty, university levels
     - Development of new academic programs and new courses
     - Serving on academic related committees
   - Involvement in student technical and social activities
     - Serving on student related committees
     - Advising students on academic/professional matters
     - Advisor/counselor of student clubs or student society branches
   - ...

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Example  Teaching Philosophy of Prof. Nuhad Dumit

I believe that in every student there are potentials for academic, professional and personal growth and development. Faculty should be willing to provide learning experiences that meet students’ varied learning styles and assist them in developing critical thinking abilities through providing a miscellany of experiences. They need to dwell on the students’ strengths and guide them to overcome their weaknesses keeping in mind that instructors are facilitators of learning. Faculty role is not confined to delivering information only; their role may expand beyond the classroom walls and extends to guiding and mentoring students to think independently for themselves, be lifelong-learners, be accountable for their decisions and behaviors, plan their career, assume effective roles as team members, and communicate effectively at various levels. Enjoying teaching and carrying it with passion, enthusiasm, and wholeheartedness enhance teaching effectiveness. Teachers should pursue relentless and persistent revival of their teaching skills and convey the spirit of lifelong learning.

How to Develop a Teaching Portfolio?

- Sample typical teaching portfolio content:
  1. Personal Information (name, department, CV, etc.)
  2. Teaching Philosophy and Methodology
  3. Teaching-Related Roles and Responsibilities
  4. Representative Course Material
  5. Teaching Assessment, Evaluation, and Improvement
  6. Appendices

- Note: There is no unique way for developing/organizing a teaching portfolio (individual preferences and style, discipline dependence, institution’s culture, etc.).
Teaching Roles and Responsibilities

- Documentation of teaching-related roles, activities, and responsibilities:
  - Percentage of appointment devoted to teaching (teaching load)
  - Courses taught with credit hours and enrollments
  - Student supervision activities (final year projects, capstone projects, independent research projects, master thesis, PhD thesis, etc.)
  - Student advising activities (number/level of students, advising methodology, preparing advising lectures and/or material, student participation in workshops and/or competitions, etc.)
  - Serving on committees related to teaching (departmental, faculty, university, national, and/or international levels)
  - Use of assessment techniques and impact on course updates
  - Curriculum and course development activities (programs, courses, labs, centers, curriculum reviews, inter-disciplinary activities, grants, etc.)
  - Participation in teaching related seminars, workshops, conferences, etc.

Notes:
- It is very important to organize data in this section in a clear and readable way
- This section contains evidence to support your teaching philosophy and methodology
- Use tables and schematics whenever possible
- Provide factual details and brief descriptions whenever necessary, e.g.,
  - Dates, names, numbers, durations, links, etc.
- Include reference to supporting documentation in the appendices whenever applicable, e.g.,
  - Course syllabi, evaluation forms, participation certificates, etc.
Exercise II

- Based on your teaching experience, provide answers to the following questions:
  - What are your roles and responsibilities related to teaching at AUB?
    - A. Teaching/course load
    - B. Teaching-related committees
    - C. Student advising activities
    - D. Student supervision activities

- Note: Use Worksheet II (see provided tables).

Example: Teaching Roles and Responsibilities of Zaher

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 08</td>
<td>EECE 450</td>
<td>Computer Networks</td>
<td>3</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>EECE 645</td>
<td>The UMTS Cellular System</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>EECE 640L</td>
<td>Wireless Communications Lab</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>EECE 797</td>
<td>ECE Graduate Seminar</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>Fall 07-08</td>
<td>EECE 320</td>
<td>Digital Systems Design</td>
<td>3</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>EECE 640</td>
<td>Wireless Communications</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>EECE 797</td>
<td>ECE Graduate Seminar</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Spring 07*</td>
<td>EECE 640L</td>
<td>Wireless Communications Lab</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Fall 06-07</td>
<td>EECE 640</td>
<td>Wireless Communications</td>
<td>3</td>
<td>73 (40+33)**</td>
</tr>
<tr>
<td>Spring 06</td>
<td>EECE 450</td>
<td>Computer Networks</td>
<td>3</td>
<td>117 (57+60)</td>
</tr>
<tr>
<td></td>
<td>EECE 604</td>
<td>Communications Engineering for Genetics and Bioinformatics</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Fall 05-06</td>
<td>EECE 640</td>
<td>Wireless Communications</td>
<td>3</td>
<td>80 (38+42)</td>
</tr>
<tr>
<td>Spring 05</td>
<td>EECE 645</td>
<td>The UMTS Cellular System</td>
<td>3</td>
<td>44 (22+22)</td>
</tr>
<tr>
<td>Fall 04-05</td>
<td>EECE 545***</td>
<td>Wireless Communications</td>
<td>3</td>
<td>64 (35+29)</td>
</tr>
</tbody>
</table>

* In Spring 07, I was on Hewlett Foundation Junior Faculty Research Leave
** 73 (40+33) indicates teaching two sections of the same course with 40 and 33 students
*** EECE 545/EECE 798A course in Fall 04-05 was renamed EECE 640 in Fall 05-06
### Example: Teaching Roles and Responsibilities of Zaher

<table>
<thead>
<tr>
<th>Teaching related Committee</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member of Accreditation Working Group 6 on Educational Offerings</td>
<td>Since June 2007</td>
</tr>
<tr>
<td>Member of FEA Student Affairs Committee</td>
<td>Since Oct. 2006</td>
</tr>
<tr>
<td>Member of FEA Academic and Curriculum Committee</td>
<td>Since Oct. 2007</td>
</tr>
<tr>
<td>Member of 6th FEA Student Conference Committee</td>
<td>Oct. 2006 – May 2007</td>
</tr>
<tr>
<td>Member of 7th FEA Student Conference Committee</td>
<td>Since Oct. 2007</td>
</tr>
<tr>
<td>Counselor of IEEE Student Branch at AUB</td>
<td>Since Oct. 2006</td>
</tr>
<tr>
<td>Advisor of EduHits Student Club at AUB</td>
<td>Since Mar. 2008</td>
</tr>
</tbody>
</table>

### Example: Teaching Roles and Responsibilities of Zaher

<table>
<thead>
<tr>
<th>Student Advising Activity</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gave an advising lecture to fourth year undergraduate students planning to continue graduate studies in Germany</td>
<td>June 2005</td>
</tr>
<tr>
<td>Organized together with the IEEE student branch a joint meeting between students and faculty to discuss advising related issues at the ECE department</td>
<td>Nov. 2006</td>
</tr>
<tr>
<td>Gave an advising lecture to ICT graduate students at ECE department</td>
<td>Dec. 2006</td>
</tr>
</tbody>
</table>
How to Develop a Teaching Portfolio?

- Sample typical teaching portfolio content:
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- Note: There is no unique way for developing/organizing a teaching portfolio (individual preferences and style, discipline dependence, institution’s culture, etc.).

Representative Course Material

- Summary of included representative course material in the appendices:
  - Course syllabi
  - Sample quizzes/exams
  - Sample homeworks
  - Sample course handouts/slides
  - Description of use of technology
  - …

- How to decide what to include?
  - Evidence to support your teaching philosophy and methodology
  - Evidence to support your teaching roles and responsibilities

- Note: Included course material should be cited whenever needed throughout your portfolio.
How to Develop a Teaching Portfolio?

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- Note: There is no unique way for developing/organizing a teaching portfolio (individual preferences and style, discipline dependence, institution’s culture, etc.).

Teaching Assessment, Evaluation, and Improvement

- Documentation of teaching related assessment results:
  - Wide range of assessment tools (including direct student assessment)

- Evaluation of presented assessment results:
  - Joint evaluation of multiple sources of data (+ interpretation)
  - Evidence to support your teaching philosophy and methodology
  - Explanations of assessment results that are considered to be misleading

- Evidence of improvement/excellence based on evaluation of assessment results:
  - Inline with your teaching philosophy and methodology

- Note: This is the second most difficult section of preparing a teaching portfolio.
Teaching Assessment, Evaluation, and Improvement

- **Documentation of teaching related assessment results:**
  - Summary of Instructor Course Evaluation (ICE) scores
  - Summary of other assessment results (e.g., course learning outcomes assessment, customized course assessment, etc.)
  - Samples of anonymous comments from students (e.g., from ICE forms)
  - Samples of unsolicited letters/emails from students/alumni
  - Samples of solicited letters from students/alumni
  - Samples of awards or recognitions related to teaching
  - Samples of published educational or teaching related journals
  - Summary of student achievements based on your support, advising, or supervision (research publications, student awards, student scholarships, performance on standardized tests, etc.)
  - Evaluation results of your teaching based on a peer review (e.g., by a colleague)
  - …

Teaching Assessment, Evaluation, and Improvement

- **Evidence of improvement/excellence based on evaluation of assessment results:**
  - **Note:** Credit for demonstrating improvement in teaching
  - Factual evidence of improvement based on assessment results over multiple review cycles
  - Activities to improve your and/or others teaching:
    - Having colleagues observe your classes (peer reviews)
    - Serving as a guest teacher
    - Participating in seminars or professional meetings on teaching
    - Experimenting with new methods of teaching, assessing learning, grading, etc.
    - Using innovative audiovisual materials, technologies, etc.
    - Assisting colleagues by conducting seminars or facilitating workshops on effective instructional methods
    - Mentoring other teachers or teaching assistants
Example Evidence of Improvement – by Nesreen

- **Assessment results based on ICE evaluation for the course MCEG065 during summer term 1999:**
  - Course was unreasonably large. A big material was given very very rapidly. The few exercises were done very rapidly so we could not have enough concentration.
  - We hope this course will not scheduled 7:30 am next summer
  - Her notes were not clear, and the textbook was terrible. She explains very quickly and does not tell us when she is repeating something.
  - Course material is huge. The course should not be given during summer, die instructor is too fast in the explanation.
  - Cannot control the class, but tries very hard. A lot of material, very little time.
  - She is perfect.
  - The instructor is knowledgeable, It allow discussions with her in class about a problem and that is very important but the course of materials to cover.

Example Evidence of Improvement – by Nesreen

- **Assessment results based on ICE evaluation for the course MCEG065 during summer term 2000:**
  - AUB is lucky to have someone like Dr. Ghaddar, she is the best.
  - Dr Ghaddar strikes a great balance between strictness, fairness and leniency. She doesn’t take attendance, yet she has her own ways of making everyone attend. She gives us breaks when we need them, and she does not make a big deal when people come late to class. One could say she really understands our needs as students and she can also control the class.
  - She must be a little bit more organized and the amount of material for the course is very large. It may be divided into 2 courses or some parts may be studied in other courses.
  - She is the best instructor we have had so far. Her lectures are not boring at all. She encourages us to participate in class & knows how to get our attention.
  - Dr. Ghaddar is the only Professor that has discussed ethics in class. This is very important as it provides as model for performance in the work place in the future.
Exercise III

Based on your teaching experience, answer the following:

- Give your own example of effort done that brought more student satisfaction and better learning experience for them.
  - Describe teaching before effort
  - Describe teaching after implementing change
- Give examples of peer evaluations or student achievements under your supervision.

Note: Use Worksheet III.

You can make use of the provided examples or you can directly write down your thoughts on the above questions.

How to Develop a Teaching Portfolio?

Sample typical teaching portfolio content:

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Note: There is no unique way for developing/organizing a teaching portfolio (individual preferences and style, discipline dependence, institution’s culture, etc.).
Useful Tips

Start the process as early as you can
- More organized
- Help identify and deal with any weaknesses at an early stage

Collect data (documentation and assessment) systematically
- Make sure to save related emails/letters from students/alumni

Organize filing of collected data (soft/hard copies)

Use students’ feedback to help shape your teaching philosophy

Participate in ALL CTL activities ☺...

What can AUB do to better support this process?
- Development of discipline specific model portfolios
- Offer preparation guidance via portfolio mentors
- Demonstrate by actions commitment to take teaching portfolios seriously as part of faculty assessment related decisions
- Reward improved teaching

And as the German Proverb Says...

Steter Tropfen
höht den Stein

English translation:

Steady drops
    carve the stone
Workshop Organization

- Part I (Profs. Ghaddar and Dawy):
  - What is a teaching portfolio?
  - Why to develop a teaching portfolio?
  - How to develop a teaching portfolio?
  - Note: Include real examples and helpful tips

- Part II (Prof. BouJaoude):
  - How to evaluate teaching portfolios?
  - To what extent should teaching portfolios be used for faculty assessment and promotion?