**Writing a teaching profile: concrete evidence and abstract claims**

Step 1: Reflect on the concrete evidence and the abstract claims you want to make. You can start with the claim, or start with the evidence.

Step 2: Turn this into a paragraph with the structure a) claim, b) example, c) evidence

Example of Step 1

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| **Concrete evidence**  **This is what I do and the results** | **Abstract Claim**  **This is a claim about my teaching** |
|  | I aim to engender a safe learning environment for my students. |
| At the beginning of each semester I take photographs of each of my students. I stick the photographs and student names into my diary. This helps me to learn the names of each of the students. They are often surprised that I know their names and that I got to know them quickly. The atmosphere in the class seems to become more relaxed when people know each others’ names. |  |
|  | My students are able to learn better and more deeply in a safe learning environment. So, I try to create an environment that is safe and secure for learners to take risks, to say what they want to say, and to express opinions. In this way they are able to play with ideas, and really engage with the material. Making them feel known and respected is crucial for making them safe and secure, and learning their names is a fast and easy way to make them feel known and respected. |
| My evaluation questionnaires show an average of 90% 1 and 2s for the question about intellectual stimulation of the course |  |

Example of step 2

I create a safe environment in my classes, so my students can try out ideas, and make mistakes without risk of being disparaged, and my students say this enables them to learn better. One way I create a safe learning environment is by learning the names of all my students. At the beginning of each semester I stick photographs and names of all my students in my diary, and then I refer to my students by name as I teach. Students say that they feel known and respected, and so more secure to play with ideas and engage with the material I teach. In all my courses for the past five years, 90% of my students agree or strongly agree that I create an intellectually stimulating environment.

Example of Step 1

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| **CONCRETE EVIDENCE**  **This is what I do and the results** | **ABSTRACT CLAIM**  **This is a claim about my teaching** |
| I send individualised, personalised emails to my students at least twice each semester to ask them how they are going with their studies, and to give them a personal invite to ask me questions. |  |
|  | I aim to make my students feel that they are important, that they are not alone and that they can feel at ease asking about their work. This is particularly important because they are postgraduate, part time, and mostly studying at a distance, so it is easy for them to feel isolated. |
| I know the personalised emails have had an impact because past students have told me. Some students have said: “The emails encouraged me to keep going when I had almost given up”. Others have said, “It helps me keep on track”, “It gives me a bit of a boost when things are lagging.” |  |
|  | I take actions that show my students that I personally care about their learning and their needs. This is because I believe that it is important to make people feel supported, encouraged and at ease when they are studying. They should be comfortable enough to use all their energy learning, not expending all that energy on problems that can easily be solved, such as feeling lost and confused. And, I believe that teachers can help students to feel supported, encouraged and at ease by showing with their actions that individual students are important. |

Example of step 2

By showing that I care about each of my students individually, I also encourage them to keep going when they might otherwise give up. This is particularly important with my distance, part-time, postgraduate students who can easily become isolated. As well as learning their names, I send individualised, personalised emails to my students at least twice each semester to ask them how they are going with their studies, and to give them a personal invite to ask me questions. Students have said this provides them with needed support: “The emails encouraged me to keep going when I had almost given up”, “It helps me keep on track”, and “It gives me a bit of a boost when things are lagging.”