

Teaching Portfolio

The individual triumphs of knowledge are only realized through the challenge of membership in a community seeking truth.

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Teaching Philosophy Statement

“Knowledge is a Communal Activity” -- Parker J. Palmer

Learning is not always a comfortable process, but it shouldn't be characterized by unnecessary challenge or inadequate support. One of my core teaching beliefs is that learners must work collectively for individual mastery of new skills and knowledge. I bring my expertise to designing the course objectives, materials, questions to be answered, and learning goals to be met. I help students become active learners and collaborators through purposeful class activities, reflective exercises, and periodic classroom assessments. I model behavior and establish guidelines for acceptable class assignments. I create in and out of class situations for students to learn from one another, helping students translate the language, norms, and customs across institutions and disciplines. Leading in the traditional faculty role at times, but flexible so that each student may come away with a better understanding of the course content and specific ideas for further study.

I am also drawn to teaching courses that are interdisciplinary in nature. My teaching opportunities have been with graduate and undergraduate level courses in a wide range of topics. I've served as the primary instructor in courses such as Sport Injury Management, Title IX, and Research Design. I've worked as a co-instructor in Contemporary Issues in Sport, Education as a Moral Endeavor, and Leadership and Decision Making. My graduate level courses are often filled with active professionals from college athletics, physical education, and health and fitness backgrounds. I work to capitalize on the diversity of student backgrounds, interest, and preparation to foster interdisciplinary work among students. After students have completed the *Early Class Reflections* during the first session, I assign students into heterogeneous base groups of 4-5 students for small group activities, jigsaws, and out of class peer review. By being purposeful about forming heterogeneous base groups, students participate in interdisciplinary, community learning activities designed to foster individual growth.

I believe it is my responsibility to guide students in the pursuit and mastery of the course content. In return, I expect that students are thoughtful and engaged with the course material and make meaningful contributions to the collective class experience. I strive to create a learning community where we come together to tackle difficult material or complex issues. By putting the course topics at the heart of the course, I work to achieve a learning community where each student is responsible for taking command of their own learning. This is not to say that anything goes, rather I set the standards high and prompt students to help one another succeed. Learning can be difficult, but my goal is to help students feel respected and realize their capacity to master challenging material and solve complex problems.

My teaching philosophy is summarized by the following statement:

When truly engaged learners and teachers join together in the pursuit of knowledge, their individual diversity of ideas, expressions, and experiences bind them together into a community of deep understanding. The individual triumphs of knowledge are only realized through the challenge of membership in a community seeking truth. I believe that the mastery of content is individual, but the process of mastery is communal.

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Learning Reflections, Methods, & Assessment

Student Learning Reflections

To cultivate a success in group learning situations, I plan specific activities throughout the course designed to help students understand their individual learning and how to make a positive contribution to in-class and out of class interactions with peers. I ask students to be thoughtful about their individual assignments and small group participation. At the beginning of the term students are asked to reflect on successful groups that they have been a part of articulate what contributed to that group's success. I design class activities where students can discuss the norms for the class and their small groups to build successful, collaborative learning experiences (Appendix 1). Throughout the term and at the conclusion of the class I ask students to reflect on the challenges and rewards of trying to learn new material or broaden their perspective individually and in small group projects (Appendix 2 & 3).

Student Learning Methods

I design a small-group class activity early in the course to help students work together on a common topic, drawing on the expertise of each member of the group. For example, in the first class session of Sport Injury Management, I begin by having students construct a sports medicine team for a fictional athlete. The purposes of this exercise are to introduce students to one another and demonstrate that collectively their knowledge has breadth and depth, and give students and opportunity to model the interdisciplinary nature of sports injury management. As one of the first exercises after completing the *Early Class Reflections* (Appendix 1), this collaborative activity introduces students to course material and forms the basis for future in class group activities (Appendix 5).

Student Assessment

I begin by determining class outcomes based on the course structure and then build assessment activities to evaluate how closely students are meeting those outcomes. I design opportunities for peer and instructor feedback for the course objectives. For example, in my "Title IX Legislation" course, students form out of class writing groups for peer feedback and discussion of the written assignments. Writing assignments are assessed for student demonstration of: insightful analysis, criticism of theories, and application of gender equity policies in a paper on an case study or current issue related to Title IX suitable for submitting to a professional conference. In "Investigating the Relationship Between Higher Education and Their Athletic Enterprises" graduate students work in groups to write papers suitable for submitting to a conference and present their paper in a roundtable style during the final class session. (Appendix 4).

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Appendix 1: Course Student Early Class Reflections

Name _____

Date _____

Email _____

Phone () _____

What is your current occupation? _____

When did you receive your bachelor's degree? _____ In what? _____

What are your aspirations after completing your degree program? (work in the same field, new career, more grad school, travel, etc.)

What experiences do you bring to an *athletics and higher education seminar*? (work experience, internships, injuries, sports played, other classes taken, special interests or hobbies etc.)

I am taking this class to learn more about.....

This class will be successful/helpful to me if.

I learn best by.

I don't learn well when.

I work best in small groups when.....

Things that are distracting in small groups.....

Questions or concerns about this class:

Appendix 2: Student Reflections From Group Presentations Graduate Level Sport Injury Management

Select either A or B and complete. This sheet will be returned to you.

A.

Identify the things that went well in your group. Why?

The group went really (well), we got to know each other a little out of class. And we were all interested in our topic. Everyone did their share from talking, writing, tech stuff and the tri-fold.

Identify the things that didn't go so well in your group. Why?

I felt everything went well, it was hard at times. Finding enough time to work together.

What did you learn from working in this group that you wouldn't have learned working on your own?

I learned how to use the power point.

Things I will do differently, or the same, the next time I am the member of a group project:

I like that I had a large roll in the presentation part, even though my nerves surely showed. But with practice I'll get better at it.

OR

B.

Write a brief assessment of your group and your participation using a metaphor that illustrates the group's ability to work together and the individual roles each member fulfilled. For example, "our group was like a race car. Jeanette was the steering wheel that kept us on track, Earl was the corporate sponsor, providing us the resources to run at our top speed," etc.

Our group was like a well-oiled machine. From the start we knew what we were going to do. Leslie did the typing of our paper, Gloria took care of the power point, Amy made the tri-fold, and Anne and I did the research and presented it to the class.

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Appendix 3: Student Exit Survey – Graduate Level Course in The Relationship Between Athletics & Higher Education

This class strengthened my knowledge of.....

This class challenged my assumption of.....

Advice I would pass along to other students interested in tackling the issues we've covered this quarter.....

Something I learned from another student in this class.....

Final reflections on *athletics and higher education* – my thinking changed or strengthened about.....

Appendix 4: Roundtable Guide in Investigating The Relationship Between Athletics & Higher Education

PAPERS PRESENTED:

The Student-Athlete Transition, School to Corporate America

Supporting the Total Student Athlete Higher Education and Athletics

The Successful Student Athlete: Considerations for Broadening the Definition of Success

A Fork in the Road – The Arms Race The Vanderbilt Model vs. The University of Oregon Model

The Transition From Student-Athlete to Professional

PRESENTING & DISCUSSION INSTRUCTIONS:

- A representative from each group will have 10 minutes to present the paper
- Following each paper will be 10 minutes to discuss. Start with questions from table participants. If needed use guide questions.
- Before each paper
 - a. designate one person responsible for keeping the time (give warning at 5 min, 1 min, and the end)
 - b. designate another person to help guide the discussion.

POSSIBLE DISCUSSION QUESTIONS:

- What was the most surprising thing that you learned?
- How does what you've presented apply at other institutions?
- What is lacking in the literature that you reviewed related to this area?
- What is the next step for this kind of work – more study? Practical application? Evaluation?
- Who would you propose this to on your campus? What's the number one selling point?
- How does this paper support or challenge other papers presented during the roundtable? What consistent themes emerge? What varies?

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Appendix 5: Sample Lesson Plan #1, The Sportsmedicine Team – Undergraduate Level Introduction to Sport Injury Management

Complete Early Class Reflections

Introduction of Sports Medicine Team Exercise

Objective: become familiar with the sports medicine team concept; meet your classmates & become familiar with student expertise areas

Sports Medicine Team Small Group Activity Instructions:

1. Review the player description that your group has been assigned
2. Discuss the most likely people that your athlete will seek medical care from and the people that will also have an interest in the athlete's recovery.
3. Draw a chart or picture that best describes your who these people are and their relationship to your athlete and one another.

Player Description (see next page)

Poster Paper & Pens For Student Presentation of Sports Medicine Team

Students Work In Small Groups to Develop Sports Medicine Team

Sports Medicine Team Group Presentations and Class Discussion

Review Syllabus

Appendix 5: Lesson Plan #1, The Sportsmedicine Team Player Descriptions

College Basketball Player

Your athlete is a 21 year-old basketball player who is in the middle of her junior season. She is an outstanding athlete and is expected to lead her team to an NCAA Tournament berth. Her team fell short of their post-season goal last year when a player went down with an ACL injury. It was the second time in two years. She red-shirted her freshman year and will be able to graduate this spring. She is expected to be a top pick in the WNBA draft.

High School Soccer Player

Your athlete is a 16 year-old high school soccer player who is just beginning his junior year. Previously this athlete has competed in other sports such as football and baseball. During his sophomore year he came off the bench to score the winning goal, advancing his team to the state championship. Over the summer he suffered a mildly sprained ankle while practicing with his select team. This year he hopes to be a starter on his high school squad and take the title from their state rival.

Professional Football Player

Your athlete is a 32 year-old professional football player who is hoping to return to the field after suffering a fractured patella at the end of last season. Previously, this athlete suffered a torn Anterior Cruciate Ligament (ACL) in the same knee. The fracture to the patella occurred during the first game back after the ACL reconstruction and rehabilitation. This athlete is well known for his excellent work habits on and off the field. He hopes to regain his spot in the lineup, and help his team return to the Superbowl.

Recreational Tennis Player

Your athlete is a 32 year-old female tennis player. She has 2 small children and works full time at a local computer software company. She has been an athlete all her life, including downhill skiing, gymnastics, and running cross-country and track. She is a regular at the gym, swimming and lifting weights to stay fit. She has a history of shoulder problems and just started playing tennis with a friend.