The Teaching Resource Portfolio: A Tool Kit for Future Professoriate and a Resource Guide for Current Teachers

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Extensive annotated bibliographies have guided academic researchers over several years and in various disciplines, providing key resources to assist in the development of new ideas. However, less common are published annotated bibliographies on effective teaching resources, both general to teaching across various disciplines as well as specific to each discipline, that guide the academic in the teaching enterprise. This chapter focuses on a tool, the teaching resource portfolio, that helps the graduate student preparing for an academic career including teaching, the new faculty member desiring additional teaching resources, the academic wishing to have resources that support discipline-specific scholarship of teaching and learning initiatives, and the educational developer needing references to support his or her clients in teaching.

Annotated bibliographies are very common in research circles, providing researchers in various disciplines with the most current as well as the best resources for guiding research in a variety of disciplines and professions. However, less common are published annotated bibliographies on effective teaching resources, both general to teaching across various disciplines as well as specific to each discipline. The training of the future professoriate focuses more on the knowledge and skill development of a variety of critical teaching and learning dynamics than on the skill of finding discipline-specific teaching resources. The purpose of this chapter is to provide a tool for gathering teaching resources for the graduate student preparing for an academic career

including teaching, for a new faculty member desiring additional teaching resources, for the academic wishing to have resources that support discipline-specific scholarship of teaching and learning initiatives, and for the educational developer seeking a reference-gathering tool to support his or her clients in teaching.

Literature Review

There are many annotated bibliographies supporting a variety of research topics in a variety of academic disciplines and professions. For instance, a World of Science search (conducted November 8, 2006) revealed 3,901 annotated bibliographic articles focusing on science research resources, a PsychInfo search (conducted November 8, 2006) revealed 1,208 annotated bibliographic articles focusing on psychological research resources, and a PubMed search (conducted November 7, 2006) revealed 541 annotated bibliographic articles focusing on medical and nursing research resources. Annotated bibliographic resources are prolific, supporting the work of researchers in various fields. However, annotated bibliographic articles supporting teaching in the college and university are less frequent in the literature, especially in disciplines outside of education.

When it comes to teaching in higher education, the field of education provides an abundance of annotated bibliographies, including varied teaching resources from the use of technology to dealing with classroom incivilities. For example, a recent ERIC search using the key words “annotated bibliography” and “teaching” and “college or university” (November 6, 2006) found 531 annotated bibliographic articles dealing with teaching issues in higher education. Unfortunately, most academics in disciplines outside of education and educational development are unaware of these resources, have limited access to them, and/or have inadequate discipline-specific teaching resources to rely on.

Most other academic disciplines have limited teaching resources. For instance, 29 annotated bibliographies have been identified in the social sciences. Of these, most are annual updated reports of teaching resources in psychology building on previous annotations, not independent reports (e.g., Berry & Daniel, 1985; Dagenbach, 1999; Daniel, 1981; Fulkerson & Wise, 1995; Johnson, Schroder, & Kirkbride, 2005; Morgan & Daniel, 1983; Mosley & Daniel, 1982; Wise & Fulkerson, 1996). Four of these support teaching sociology (e.g., Goldsmid & Goldsmid, 1982; Lindstrom, 1998; South, 1989) and three, teaching history (Barbutto & Kreisel, 1994; Brazier, 1985; Popp, 1996).

An additional 34 were found in the humanities, mainly on teaching English and/or literature. But here again, most of these are *annual updated* reports of teaching resources (e.g., Dieterich & Behm, 1984; Durst & Marshall, 1991; Jenkinson & Daghlain, 1968; Larson & Bechan, 1992; Larson & Saks, 1995; Marshall & Durst, 1991; McLaughlin & George, 1982; Saks & Larson, 1994; Speck, Hinnen, & Hinnen, 2003; Warren, 2005; Wiener & Sheckels, 1981). Other such reports are available for teaching law and technology (Goldman, 2001), teaching classical studies (McLaughlin & George, 1982), teaching revising and editing (Speck et al., 2003), and teaching geography (Banks, 1991; Bascom, 1994; Carey & Schwartzberg, 1969; Spencer & Hebden, 1982).

The sciences offer just a few teaching bibliographies: three for mathematics (Dubinsky, Mathews, & Reynolds, 1997; Herriott, 1925; King, 1981), two rather outdated ones for genetics (Barnes & Mertens, 1976; Laton & Bailey, 1939), one for chemistry (Carr, 2000), and one for engineering (Carter, 1986). In the medical sciences, five were identified in medical teaching (e.g., Billings, 1993; Browning, 1970; Cremens, Calabrese, Shuster, & Stern, 1995; MacKinney, 1994; Wright & Katcher, 2004), another seven for nursing ("Annotated bibliography," 1990; Cowan & Laidlaw, 1993; Heyden, Luyas, & Henry, 1990; MacVicar & Boroach, 1977; Mahon, 1997; Shen, 2004; Wylie, 1988), one in chiropractic education (Adams & Gatterman, 1997), one in residence training in medicine (Cremens et al., 1995), one in ethics training in psychiatry (Preisman et al., 1999), and one for teaching hospice care (Billings, 1993). Of the various annotated bibliographies on teaching, the earliest recorded ones, which hail from the early 1920s, deal with mathematics, language learning, and teaching students how to study (Buchanan & MacPhee, 1928; Herriott, 1925; Walker & Walker, 1928).

For the most part, these annotated bibliographies focus mainly on print resources, such as teaching reference books and journal articles. But teaching resources exist in many other forms: multimedia presentations, discipline-specific humor, teaching web sites and repositories, government sites, professional/trade associations and conference sites, and teaching and learning objects. These are typically overlooked in the annotated references just discussed.

Courses Preparing Future Faculty

Courses and programs preparing the future professoriate provide graduate students and new faculty with excellent knowledge and skill development. Based on a recent review of 155 Canadian and U.S. graduate courses taught during 2002–2004 to prepare graduate students for teaching in higher education, Schönwetter, Ellis, Taylor, and Koop (in press) found that course goal

themes included “applied teaching skills, knowledge and understanding of teaching and learning, professional/philosophical/ethical issues, theory on teaching and learning, research on teaching and learning, and the principles of teaching/learning/design.” The researchers went on to list the frequency of course requirements/assignments, beginning with the most common to the least common:

Readings (N = 106), written reflection (N = 69), in-class presentations or teaching (N = 61), attendance and/or participation mark (N = 60), teaching philosophy (N = 51), course syllabus and/or outline (N = 44), teaching dossier or portfolio (N = 41), research paper or report (N = 38), micro teaching (N = 32), teaching observation (N = 32), critical essay or review (N = 22), peer review or assessment (N = 22), videotaped teaching or presentation (N = 22), learning assessment strategies or materials (N = 21), exam (N = 17), self-teaching assessment (N = 17), lesson plan (N = 16), interview a faculty member (N = 15), annotated bibliography or resources for teaching (N = 14), course or curriculum design (N = 10), course portfolio (N = 10), being mentored (N = 8), case study (N = 7), curriculum vitae (N = 7), designing an assessment tool (N = 5), workshop and/or seminar participation (N = 5), Web page design (N = 4), and grading key or rubric (N = 4). (Schönwetter et al., in press)

Notice that of the 124 courses with assignments, only 14 (11.2%) required students to complete annotated bibliographies or resources for teaching. And of these 14 courses, most focused on print resources to the exclusion of electronic ones (Schönwetter et al., in press).

Guided by Schönwetter et al.’s study (in press), I developed a graduate course on teaching in the college and university to include a practical “tool kit” of resources that would benefit new teachers—the teaching resource portfolio (TRP). The common course requirements included micro-teaching, a teaching philosophy statement, a course design, and a reflection paper. As part of a pilot, students enrolled in the graduate teaching course were also encouraged to compile a list of potential teaching resources that they could consult in their future teaching. The first template required students to identify:

- Four general teaching texts spanning across disciplines (i.e., *McKeachie’s Teaching Tips*)
- Ten general articles on teaching and learning issues
- Six specific articles on discipline-specific teaching and learning issues

- A list of conferences focusing on teaching and learning

As with many new ideas, most graduate students began the project with some reservations. They did not know how to go about compiling such a list, and they received only minimal instructor guidance. They perceived the task to require Herculean effort, and they had few models at that time (1993) and only one template to follow. As is usually the case with many keen graduate students who voluntarily attend a teaching and learning course, their motivation to achieve was strong. Ironically, students outside of the “traditional” teaching areas (i.e., engineering, medicine, nursing, mathematics, etc.) not only satisfied the basic requirements of this project, but also far exceeded their peers in education, the arts, and the social sciences. They found more new resource categories, such as multimedia presentations, humor sites, discipline-specific teaching handbooks and reference books, disciplinary conferences with teaching tracks, and journals dedicated to teaching in disciplines beyond the social sciences. As of today, the template has grown to more than 30 resource types, most recently Netcasts, as shown in Table 18.1. Readers interested in using this list in a college teaching course or a faculty workshop or project are welcome to use the template in Table 18.1 as a reference.

TABLE 18.1
Components of the TRP Template

Annotated bibliographies	General teaching journals
Assignment banks	General teaching texts
Case studies	Government publications and contacts
Community organizations	Laboratory tasks
Companies	Leading experts and practitioners
Conferences	Major employers
Course outlines	Marking rubrics
Creative works	Netcasts
• Poetry	Others
• Humor	Personal reflections on teaching and learning
• Image banks	Presentations
• Music	Props and where to get them
Discipline-specific research journals	Rubrics for class discussions, group work, etc.
Discipline-specific teaching journals	Stories
Discipline-specific teaching texts	Syllabi and course outline repositories
Educational support organizations and associations	Test banks
Exceptional journal articles on teaching	Videos
Funding opportunities	Web sites

Steps in TRP Development

The students in the course on teaching and learning in higher education are first introduced to the concept of the TRP in a workshop. The TRP is defined as “an annotated guide that lists essential resources for teaching from general teaching practices to innovative teaching tips” (Schönwetter & Taylor, 2003, p. 4). As such, it links to new developments and innovations in teaching across all disciplines as well as in specific disciplines. It varies in style and content across disciplines, providing an ideal resource list for first-time teachers and experienced teachers looking for new ways of teaching (Schönwetter, Taylor, & Duff, 2003).

Second, students are invited to explore the potential value of such a list of resources to improve their teaching. I draw on my personal experience to describe how such a tool can be used productively. To strengthen the perceived utility of this tool, students read testimonials from former students in the course on how their TRPs have helped in their teaching. Here are a few examples:

As a novice lecturer, the teaching resource portfolio has been an invaluable tool to collect and organize teaching expertise. In collecting resources, I further identified my learning needs and developed my instructional skills, strategies, tools, and philosophies. (Elsie Duff, instructor, nursing, 2003)

The TRP provided me an opportunity to consolidate material required to not only teach a course, but to extend beyond course content to include teaching and learning models, frameworks and tips. The TRP offered a framework to organize teaching materials and also to consider new resources that I may not have recognized as useful. The TRP has been well received by the Faculty of Nursing. Many colleagues were excited—waiting anxiously for publication! (Carol Enns, instructor, nursing, 2003)

I have found my TRP to be an easy to access and update guide of relevant resources in my field of nursing. I have shared my TRP with students to show them how to organize resources as they become aware of them. This was a great assignment because at the end, students were left with a useful document that serves to assist them in their practice area. (Jamie Evancio, instructor, nursing, 2003)

This was a great experience for me to work on my TRP and to exchange and discuss some material with another colleague. This year I

had a very well technologically equipped classroom which allowed me to use the web in my lectures. Some sites listed in our TRP helped to support visual ideas in calculus and provided online drills with instant hints if needed and feedback. Students found it very useful and many of them reported that those drills were a significant part of their study. Actually, a few students found the portfolio itself useful to find some interesting readings and internet material related to the course and math in general. (Margo Kondratieva, professor, mathematics, 2005)

The TRP has really become a document of my development as a teacher. I have also had numerous requests from faculty for a copy of it once it is published—there is substantial interest in this rather new form of teaching scholarship. (Karen Kampen, assistant professor, sociology, 2004)

Third, students have the opportunity to think of essential resources for their own TRPs. In groups of three to four, they identify a list, share it with the larger group, and compare it to the template shown in Table 18.1. As they generate new resource ideas, they add them to this template and the requirements of the teaching resource assignment.

Fourth, students examine examples of TRPs created by their peers over the last four years (Bowser, Duff, Enns, & Evancio, 2003; Kampen, 2004; Nighswander-Rempel & Kondratieva, 2005). I present selected excerpts from each example on PowerPoint slides and lead the students in discussing their utility for teaching (e.g., a mathematics web site that provides new problems requiring new solutions, a nursing humor web site). Next, groups of students brainstorm all possible places they might go to find their resources. These sources are listed alphabetically in Table 18.2. Again, as students think of new sources, they add them to this list.

Students are encouraged to follow up on some of the references they find. For instance, a journal article on effective teaching in their discipline usually has a list of references worth consulting. Google Scholar searches also yield good resources, especially for disciplines that are less likely to have a large repertoire of teaching resources. One resource often links to a variety of additional unexplored ones that print resources tend not to mention. Given that this assignment is first and foremost one of identifying teaching resources, students are permitted to capture the annotations that accompany the resources. For instance, a teaching reference book usually has an annotation written by the publisher that students may use verbatim. In the case of journal articles, the abstracts become the annotations. For other resources, such as web sites, teaching associations, and the like,

TABLE 18.2
Sources of Teaching Resources for the TRP

Associations	Materials for students
Bibliographies	Mentors
Bookstores	Networks
Clinics	Phone books
Conferences	Private organizations
Current media	Publishing companies
Emails	Recommended readings from courses
Excellent teachers	Resource sites with reviews: Amazon.com
Experts	Societies
Government libraries	Software descriptions
Government web sites	Student societies
Higher education facilities	Students
Humor sites	Teacher libraries
Industrial companies	Teaching manuals
Journals	Video stores
Lab work or lab assignments	Web
Library	

the home page descriptions of these resources serve as annotations. (Students are strongly advised to state clearly in their acknowledgments the original sources of their annotations.) Because time for this assignment is limited, having students read/view and critically evaluate the utility of every resource is impossible, so students need only collect resources at this point. They may follow up on reading/viewing and evaluating resources with a graduate reading/independent study course, if they choose.

Once students know how to locate teaching resources, their assignment is to limit their actual search to 40 hours. In the past, students have devoted between 60 and 100 hours to this project, a time investment few can afford. This course gives them a chance only to start their projects, after which these portfolios should become living documents, forever growing and changing as new resources become available. Many students have added new resources during the months after the course and have submitted their extensive lists for publication, some as monographs published by the university's teaching and learning center (Bowser et al., 2003; Kampen, 2004; Nighswander-Rempel & Kondratieva, 2005). Deans have asked about purchasing copies for their new faculty as well as keeping one copy as a reference in their own offices. This warm reception of our graduate students' work has raised their profile as teaching resource consultants.

The evaluation process is fairly straightforward, with students receiving formative feedback as they find bibliographic entries for each category. Often in newer disciplines, such as the natural resources, teaching resources are somewhat limited. Students need identify only a minimum number of entries of each type, and I adjust that minimum to the student's discipline as part of my formative feedback on the portfolio. Beginning as a simple course requirement, these living documents are intended to serve as an evolving resource for the students' entire teaching careers. Perhaps this is why students have turned in portfolios that far exceed the requirements of the assignment. Some have even collaborated with others to create extensive resource portfolios. Others have presented their portfolios at discipline-specific conferences (Durunna, Schönwetter, & Crow, 2006) and in one case published the portfolio in a discipline-specific research journal (Durunna, Schönwetter, & Crow, in press). It has been most rewarding to watch students enhance their fledgling careers with this resource.

The usefulness of these TRPs has even led some faculty members to network with each other across disciplines and to partner with librarians to create extensive TRPs for specific faculties. For instance, one of the most comprehensive TRPs to date was developed by an interdisciplinary team composed of a dental hygienist, a dentist, a librarian, a research assistant, and an education developer for the School of Dental Hygiene and the Faculty of Dentistry (Schönwetter, MacDonald, Mazurat, & Thornton-Trump, 2006). This monograph is currently being pursued by one of the professional associations whose leadership would like to distribute copies among its members.

These portfolios help not only those interested in enhancing their teaching, but also those involved in the scholarship of teaching and learning (Hutchings & Bjork, 1999; Hutchings, Bjork, & Babb, 2002). They can provide key references to guide research on teaching and learning issues in specific disciplines and professions. For example, the TRP for dental hygiene and dentistry (Schönwetter, MacDonald, et al., 2006) provided a solid foundation for research on the effective teaching of dental hygiene and dentistry (e.g., Schönwetter, Lavigne, Mazurat, & Nazarko, 2006), as well as the student tracking programs in both fields (e.g., Sileikyte, Schönwetter, Mazurat, & Nazarko, 2007).

The success of the TRP is in large part due to the many graduate students who have invested enormous effort, first to complete the course requirements, then to develop more extensive annotated bibliographies on discipline-specific teaching resources, either on their own or in collaboration with colleagues. Added to these students are the many workshop participants who have contributed new ideas and have refined the TRP development process (Schönwetter, MacDonald, et al., 2006; Schönwetter & Taylor, 2003; Schönwetter et al., 2003).

The Future Development of TRPs

Identifying lists of teaching resources in a discipline is just the first step in providing current and future teaching academics with effective instructional tools. What still remains is implementing a process of critically reviewing these resources to ensure that they are practical and of high quality. For that, readers are encouraged to suggest meaningful procedures to guide a rigorous review of such resources. In a college teaching course, students might be required to read/view at least some of the resources they collect and to critically analyze their utility as teaching resources. But instructors would also have to acquaint their students with relevant copyright laws in their jurisdiction, especially regarding creative resource items such as cartoons, video clips, and music clips. Resource users might benefit from some guidance on how to make the most of each resource, including how and where use them—for example, how and when to use content-appropriate humor to engage students in the lecture (Schönwetter, 1993; Schönwetter, Clifton, & Perry, 2002) and how best to employ multimedia resources, such as short movie segments and video demonstrations of clinical procedures (Murphy, Gray, Straja, & Bogert, 2004). These applications remain to be refined to maximize the value and utility of future TRPs.

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