Creating a Teaching Portfolio: Questions to Jumpstart Your Thinking

- What is teaching?
- How do I assess student learning outcomes?
- How do I decide which teaching technique to use?
- How do I teach in a way that inspires purpose or responsibility?
- How do I handle conflict in the classroom?
- How can I engage students in active learning?
- Can students understand me?
- How are students made aware of my expectations?
- How much self-study can I expect of my students?
- How much self-study of my teaching do I do?
- How do I make learning relevant to my students’ lives?

- How do students learn?
- How do I know my students are actually learning?
- How do I facilitate student learning?
- What is my role as a teacher?
- Why did I decide to become a teacher?
- How did I become a teacher?
- How do I engage my students both in and outside the classroom?
- What are my teaching strategies?
- Why have I chosen to be part of this discipline?
- Why did I choose to teach these specific classes?
- What do I value about teaching?
- How do I see my teaching fitting with my research?
- How does my teaching relate to others’ research?
- How do I evaluate my teaching?
- How do others evaluate my teaching?

- How do I assess my students’ needs?
- How can I respond to student demands for flexibility?
- How do I plan my syllabus?
- How do I develop one session?
- How do I evaluate whether a student understands?
- What factors encourage me to remain in the teaching profession?
- How do I motivate students to participate in class?
- Why do I think my subject is important or relevant?
- How do I respond to challenges in and outside the classroom?
- How can I most productively respond to challenging students?
What are my expectations for student behavior? Student learning? How can I foster those behaviors?

How long do I pause before letting students answer a question?

Why do students take my course?

Why should students take my course?

How is my class structured and why?

How does my teaching fit into the broader curriculum of my department?

How does my teaching fit into the broader mission of the University of Iowa?

How do I approach student evaluation?

How do I react to criticism?

How has my teaching changed?

Do I ask, and try to address, scholarly questions about my teaching and my students’ learning? What kinds of questions might I pursue?

And a few more…

How do I incorporate innovation into my teaching?

How do I determine what my students already know about the subject before they begin my course?

How do I meet the needs of different types of learners?

What do I want my students to remember from my course five, ten, or even 30 years from now?