

A Teaching Dossier is ...

...an *enhanced* CV

...a *systematic* account of labour

...an organized *guide* to your successes, challenges, and plans

...a *thesis* statement and *argument*
about your teaching results

...a means of providing *context* for
inputs, outcomes, evaluations

Typically, the dossier

- Begins with a statement
- Includes
 - Claims
 - Narrative examples
 - Evidence
- Provides context for a variety of readers

So, a claim... like what?

- “I have found that after initial resistance, students learn best when I upload clear but *partial* notes that they fill in during lecture”

Narrative example?

- “After my first three years teaching with and without uploaded notes, I was finding that students were getting little out of lecture either way. The use of partial notes helped them to slow down, attend to important concepts and skills, and perform better on the tests.”

Evidence?

- See the item on course evaluation table 3, Appendix A, referring to clarity of explanations in lecture, before and after 2014.
- See the scholarly literature on partial notes (cite)
- [LITE grant to study the change – Appendix]
- [pre-post change test score table – Appendix]

Obviously...

- ...this is quite different from a CV
- It requires organization and some writing
- As a file goes up the levels of the University, it gets slimmer. So the dossier's front matter or your summary letter will be key
- CTE can help; there's a workshop for that. And we have people for consultation