Connected & Convincing:
Composing a Teaching Narrative for Annual Review

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Workshop Overview

- **Part One:** What’s in a narrative?
- **Part Two:** Developing a teaching philosophy
- **Part Three:** Articulating challenges
- **Part Four:** Explicating pedagogical design
- **Part Five:** Connecting to purposefully-selected and varied evidence
- **Part Six:** Ensuring alignment
What’s in a narrative? (and what’s not...)

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EDUCATION
Ph.D., Learning Sciences, School of Education and Social Policy, Northwestern University, Evanston, IL; Dissertation: At the Desk and on the Night Stand: Reading as a Mindblowing Artifact in Teachers’ Professional and Personal Lives; Committee: Drs. Carol Di Faciolo, Miriam Klein, James Sprague & Ilene Manders; M.A., Learning Sciences, School of Education and Social Policy, Northwestern University, Evanston, IL; B.A., English, Western University, Middletown, CT

TEACHING & ADMINISTRATIVE POSITIONS
West Virginia University, Morgantown, WV
- Current Roles: Provost Academic Leadership Fellow, Office of the Provost; Service Associate Professor, Dept. of Learning Sciences & Human Development (LSHD); Director, Learning Science Programs, LSHD; EWI Mentor for Faculty; ADVANCE Center, Office of the Provost; Adjunct Faculty, College of Physical Activity and Sports Sciences
- Previous Roles: Residential Advisor, Program Evaluation and Research Center, College of Education and Human Services; Co-Director, National Writing Project

AWARDS AND HONORS
- Present Academic Leadership Fellow, West Virginia University; 2020-21
- WSH Foundation Outstanding Teaching Award, West Virginia University; 2019
- College of Education & Human Services Outstanding Teacher Award, West Virginia University; 2017
- Teaching Assistant fellow, Seattle Center for Teaching Excellence, Northwestern University; 2008
- Spencer Research Training Grant Fellow, Northwestern University; 2002-04
- University fellow, Northwestern University; 2000-01
- Wiley Citation Fellow, Northwestern University; 2001-02
- Currently: Co-Editor for Nonfiction Writing, Foremost, West Virginia University
What’s in a narrative? (and what’s not…)

• Avoid leading with WHATs
• Focus on WHYs and HOWs

• Avoid the SEMESTER SNAPSHOT
• Emphasize the DEVELOPMENTAL TRAJECTORY
Developing a Teaching Philosophy: Don’t inauthentically shoehorn...
## Developing a Teaching Philosophy: Use a bottom-up approach

<table>
<thead>
<tr>
<th>Theoretical Foundations of Learning Sciences and Human Development</th>
<th>Learning in Educational Settings</th>
<th>Advanced Qualitative Research Methods</th>
</tr>
</thead>
</table>
| In collaboration with the instructor and their peers, students will...  
• Read and discuss texts that describe, critique, and apply a range of theories central to human development and the learning sciences;  
• Consider consonances and dissonances across different theories;  
• Apply multiple theoretical frameworks to empirical problems of interest;  
• Trace the development and application of theories over time;  
• Understand how particular theories have shaped certain subfields within LS&HD;  
• Reflect on how their own world views and empirical interests situate them within the larger theoretical landscape of LSHD. | In collaboration with the instructor and their peers, students will...  
• Explore theoretical models of learning;  
• Use learning theory as a lens to examine past learning experiences;  
• Actively reflect on our learning-in-action;  
• Consider the affordances and limitations of a diverse range of learning environments; and  
• Begin to apply learning theory to the design of learning environments. | In collaboration with the instructor and their peers, students will...  
• Explore theoretical foundations of social science research;  
• Examine interactions between theory and empirical practice;  
• Reflect on their own epistemological and theoretical stances and consider how those stances shape their work as researchers;  
• Become more reflective and critical consumers of qualitative research; and  
• Deepen their knowledge of a selected qualitative research approach. |
Articulating Challenges

What makes your pedagogical work difficult?
Consider challenges related to...

- Discipline
- Modality
- Student population
- Specific student issues
- Class size
- New preparation
- Larger context (politics, COVID)
- Personal context

Also...
- Respond to specific challenges identified in previous review letters
- Respond to concerns articulated in eSEIs

Show that you...
- Heard the feedback/Understood the challenge
- Responded
- Have evidence of change
## Explicating Pedagogical Design

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Pedagogical Designs</th>
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<tbody>
<tr>
<td>Creating rapport in online learning spaces</td>
<td>Zoom drop-in hours, discussion boards, “Get to know me” slides with photos</td>
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Connecting to Purposefully-Selected and Varied Evidence

Consider Evidence Types:
• Generated by you
• Generated by others: solicited and unsolicited
• Part of teaching
• Results of teaching
• About teaching
• Contextualizing teaching
<table>
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<tr>
<th>Challenge</th>
<th>Pedagogical Design</th>
<th>(Varied) Illustrative Evidence</th>
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</table>
Ensuring Alignment

- Course Objectives
- Cohering Philosophy
- Challenges
- Pedagogical Design
- Illustrative Evidence
Ensuring Alignment
Thank you!

• Comments?
• Questions?
• Want to continue the conversation?

• Melissa Latimer, Associate Provost for Faculty Development and Culture
• Presha Neidermeyer, Associate Provost for Academic Personnel
• Christopher Staples, Special Assistant to the Office of the Provost
• Malayna Bernstein, Provost Fellow, Academic Personnel and Faculty Development