

TDP e-portfolio **process overview**

1

Understand the purpose and scope of this assignment. Learn why this is the capstone assignment for the TDP Advanced Track and see examples [on this page](#). Still not convinced? Check out testimonials [here](#).

2

Look through examples and note what inspires you. Examples of standout portfolios are [here](#) (though note that many of these may be more complex than you might be aiming for). [This guidance site](#) might also give you some ideas for how you want to convey your teaching via a digital portfolio.

3

All this in mind, think about your own goals and bandwidth for this capstone assignment. For example:

- Are you planning to use this portfolio on the job market? Or are you primarily completing it for yourself and/or in service of TDP requirements?
- Do you have an existing site you want to add to, or will you be creating a site from scratch?
- How much time are you hoping to dedicate to this project? As little as possible? As much as it takes to produce something beautiful? Somewhere inbetween?

Your response to these questions can shape the decisions you make about your portfolio →

TDP e-portfolio **decision tree**

A

What materials do you want to include in your portfolio?

For the TDP Advanced Track, you will be putting together materials like the teaching statement and a summary of teaching evaluations. Consider which of these you want to include in your portfolio. Are there additional materials you want to include? Maybe additional syllabi or teaching materials? What *additional* visual media, if any, might you include? See our [sample site](#) for guidance about communicating your teaching practice visually.

Example 1: Milica translated insights gained from putting together materials into the specific medium of the e-portfolio. For example, Rather than include her full teaching statement, Milica summarized key values and practices with bullet points and images

Milica Iliev - Educator and Researcher at Columbia University

HOME ABOUT **TEACHING PRINCIPLES** SYLLABUS DESIGN CURRICULUM DEVELOPMENT CONTACT

Teaching Principles

My classroom practice is based in formal and hands-on training. I set measurable learning objectives and create detailed, intentional paths to bring them to fruition.

Training and Experience

At Columbia, I taught for seven semesters in online, hybrid, and in-person classrooms.

Own courses:

- Thinking Studies: Literature, Film, Performance, Spring 2021, online

Language courses:

- Second Year Russian, Fall 2020, online
- Beginning Russian - Summer Intensive, Summer 2020, online
- Elementary Russian, Fall 2018-Spring 2019, in person
- Elementary Russian-Crosses/Serbian, Fall 2017-Spring 2018, hybrid

My evidence based teaching approach comes from hands-on training and educational programming at Columbia's Center for Teaching and Learning, where I received the Advanced Teaching Certificate in 2021.

Photo by Green Chameleon on Unsplash

Example 2: Nicole included all materials she created for the TDP in her portfolio

Nicole Mandel - Teaching Portfolio

HOME ABOUT ME CONTACT ME

Summary of Teaching Responsibilities and Student Feedback

Summary of Teaching Roles and Responsibilities

Teaching Assistant (TA) for General Chemistry I & II

- Responsible for 1st and 2nd semester general chemistry courses for undergraduate chemistry and biology majors at Bardonia College. This role is a part of my research.
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Nicole Mandel - Teaching Portfolio

HOME ABOUT ME CONTACT ME

Chemistry Education for All Students

Find links below to materials showcasing my teaching experience, teaching/diversity statements, sample syllabi, and course materials, and course reviews.

RESUME AND CV

TEACHING AND DIVERSITY STATEMENTS

My teaching philosophy and statement on my commitment to diversity in higher education.

SUMMARY OF TEACHING RESPONSIBILITIES AND EVIDENCE OF TEACHING IMPACT

Summary of the teaching roles and responsibilities I have held and annotated student course reviews from multiple past courses.

SAMPLE SYLLABI AND COURSE MATERIALS

Sample syllabi for undergraduate level courses and annotated course materials including assignments and quizzes.

TDP e-portfolio **decision tree**

B

What is your ideal ratio and relationship between text and visual materials?

One of the affordances of an e-portfolio is the ability to use visual and textual media to convey your thoughts. See [our sample site](#) for more on visual communication basics. However, even if your e-portfolio includes primarily text, the online format allows for cross-linking between pages. Thus, as you assemble materials for your portfolio, think about how you might *visually* convey what you've written about your teaching, as well as which materials might co-inform each other (e.g., you could link to teaching materials *and* evaluations of your teaching statement) to help paint a full picture of your teaching practice.



Example 1: Notice how Milica uses a combination of images, bullets, formatting, and more to convey her ideas in a *visual* format. Additional strategies might include using color, icons, or additional images to (visually) highlight or communicate key ideas.

Milica Ilić - Educator and Researcher at Columbia University

HOME ABOUT TEACHING PRINCIPLES SYLLABUS DESIGN CURRICULUM DEVELOPMENT CONTACT

Intuitive Graphic Solutions for Three-in-One Learning

Even though official language standards offer across Bosnia and Herzegovina, Croatia, and Serbia, native speakers of all three communicate seamlessly, relying on shared knowledge of each other's specificities.

In the textbook, we represent that through conversations between interlocutors from different linguistic backgrounds, where variations are marked with corresponding symbols, either color for location, red square for Croatian, and blue triangle for Serbian. Students learn to consistently write and speak the standard of their choice, but develop positive knowledge needed to read and understand all three.

To support learners with vision impairments, we made sure that the symbols can be distinguished through both color and shape.

Three friends, each speaking a different language standard, engage in spontaneous conversation about their vacation plans.

Multiple Modes of Engagement and Representation

To support learners of different learning preferences, we provided multiple avenues of representing and practicing new content. Self-study and in-class activities are scaffolded to build skills of increasing complexity and improve confidence for all students.

Digital textbook (Interactive PDF file)

- Sample essays and dialogues
- Writing and conversation prompts
- Grammar explanations and tables

Multimedia online workbook

- Audio recordings
- Vocabulary lists and flashcards
- Fill-in-the-blanks (study checks)

Example 2: Notice how [Tim](#) uses hyperlinks, text boxes, and an image to punctuate his text-centered teaching philosophy.

TEACHING PHILOSOPHY

The dominant paradigm for teaching large STEM classes is lecture-based instruction, and lecture blocks remain at the core of my teaching practice for proof-based theory classes. But the source of computer science theory is active, creative, and analytical, embedded in practice relating an algorithm to its task or testing on the intricate relationship between two data objects. As a teacher, I believe in my responsibility to incorporate engaging best practices for teaching and learning into the classroom in ways that complement my disciplines, and ask:

Which learning objectives are best achieved by lecture, and which are better served by interactive learning?

Why do some web artifacts and video resources support retaining coursework, and others distract from it?

What are traditional teaching methods most effective, and when do they systematically privilege certain learners?

I consider and reconsider these questions as I pursue my three core goals of imparting skill mastery, enabling personalized learning, and building an equitable course environment. I grow from them from as many perspectives as possible to my six years at Columbia. I've taught second classes as the primary instructor and served as TA, guest lecturer, or substitute in many more. I've conducted formal teaching observations and been observed in turn, participated in live feedback sessions with my peers, examined video recordings of my teaching, and gifted dedicated senior faculty on their process and practice. I've also participated in the Scholarship of Teaching and Learning (SOTL) by formally analyzing and critically reflecting upon the effects of participatory governance in my classrooms (L2, L3). Many of these opportunities, along with workshops and teaching-focused book club sessions, were made possible by Columbia's Center for Teaching and Learning. (For full details, see Teaching Engagements below.)

TEACHING ENGAGEMENTS

My teaching strategy starts with continuing self-education, including surveys of excellent teaching environments and direct faculty reports on innovative practices (L1, L4). Often, computer science has much to learn from teaching concepts that are well-established in humanities disciplines, such as Active Learning and Universal Design for Learning (UDL) (L5). However, these are often tailored for course-type classes in which prose writing and discussions are already the primary means of instruction. It has been challenging and rewarding to adapt these practices to computer science theory classes.

By their second year of a computer science major, many students are conditioned to display passive receptivity when they enter a large lecture hall. Over time, I've developed a teaching process designed to best fit this mentality, with notes including an informal disclaimer, an active physical presence and straightforward appeals to students' own desires for a friendly learning space. In the first lecture, I call out the most immediate challenges to students to participate in solving them. "Anxious seats in this lecture hall, huh? Maybe we should take a break every little while. And feel free to sit up and stretch at any time," or, "I know from my pre-class survey that some of you will miss classes for work and family-related reasons. Here's my plan to help you catch-up on missed material... (I've had to miss today's class, what sort of questions would help you get oriented?"

Research shows that students learn complex skills, such as proof and algorithm design, through active practice (L6); however, my students report feeling most confident and capable when they have scaffolding and supervision. To mediate between the extremes of structure and self-direction, I use a "semi-dipped" teaching model. I weave question-response interaction, animations and videos, student-led proof activities, individual and small-group practice, and classroom assessment techniques (L7) into my lecture. The first time I passed to offer students an unfamiliar puzzle, I remember my surprise at the result: a buzz of curiosity swept the room, and students displayed impressive creativity in inventing strategies from scratch. When the time came to define answers in full mathematical formality, students found their attention primed. Students report to date

TDP e-portfolio **decision tree**

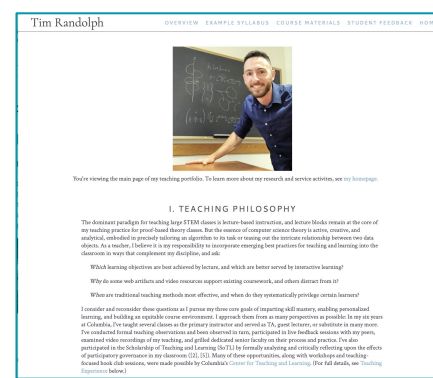
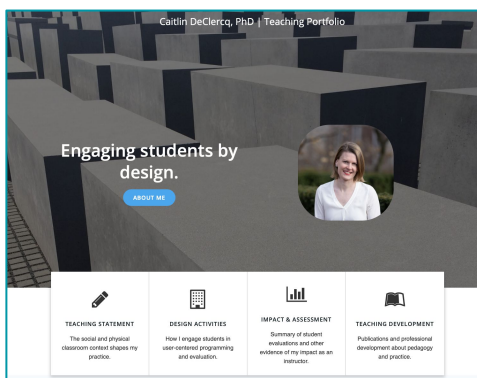
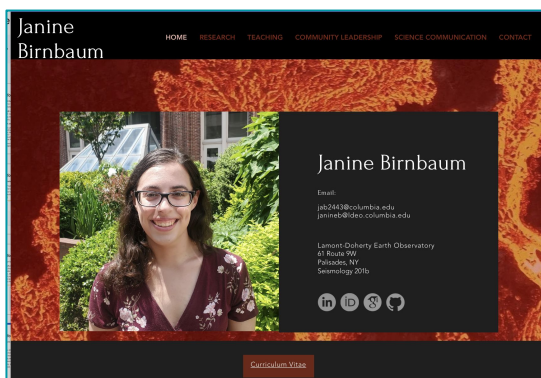


What platform will you use for your e-portfolio?

Option 1: Add a page or section to your existing personal website (if you have one) to describe your teaching, as [Tim](#) and [Janine](#) did.

Option 2: Request to use the platform (Wordpress via the Columbia Sandbox) and/or template (compatible with free or paid Wordpress sites) supported by the CTL & CU Libraries, as [James](#), [Milicia](#), [Nicole](#) did (see Caitlin's example below). *Note: the Sandbox is free until graduation.*

Option 3: Build your own site using a different platform; for example: Google Sites (not compatible with Lionmail), wix, square, or github (as [Tim](#) did).



No matter which option you choose, resources await! →

TDP e-portfolio decision tree



How much time do you want to invest in this project? Here are 3 different approaches to the e-portfolio

Lots of customization

Mostly text with some images

Simple yet effective

TDP e-portfolio **resources**

Resources for the TDP e-portfolio are [online](#); here's a brief summary:

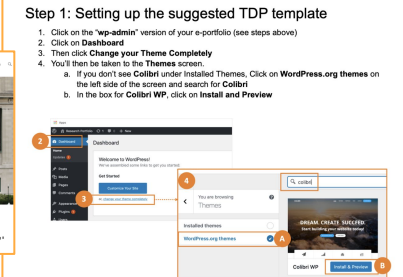
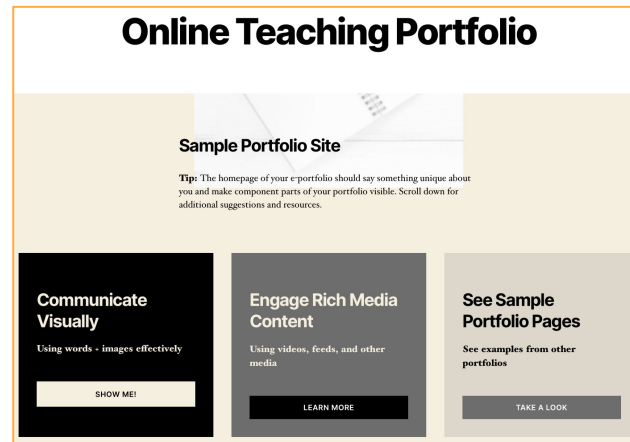
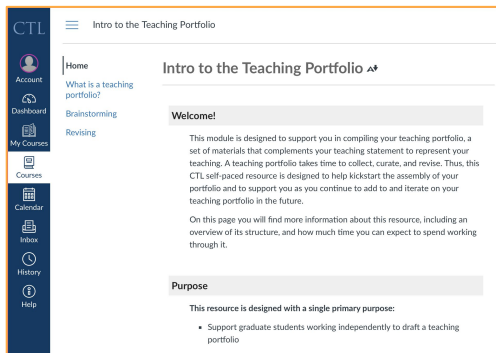
Need help writing and assembling portfolio materials? Start [here](#).

Want to think more about how to translate your teaching portfolio materials to a website? Check out [this sample site](#).

Do you plan to use the **Columbia Sandbox** (or **Wordpress** more generally)? Request the Sandbox upon switching to the Advanced Track or via email:

CTLgrads@columbia.edu

Also, we have step-by-step instructions to walk you through the editing and design process in Wordpress.



Step 1: Setting up the suggested TDP template

1. Click on the "wp-admin" version of your e-portfolio (see steps above)
2. Click on **Dashboard**
3. Then click **Change your Theme Completely**
4. You'll then be taken to the Themes screen
 - a. If you don't see Colibri under Installed Themes, Click on **WordPress.org themes** on the left side of the screen and search for **Colibri**
 - b. In the box for **Colibri WP**, click on **Install and Preview**