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The purposes of a teaching portfolio



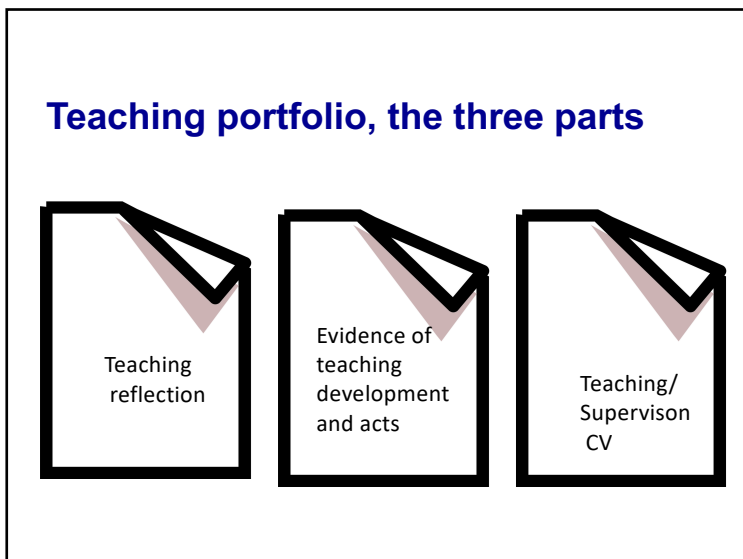
Personal/professional development

- by reflecting upon and documenting *what* you do,
- *how* you do it, *why*, and with what *results*
- realize your own professional development

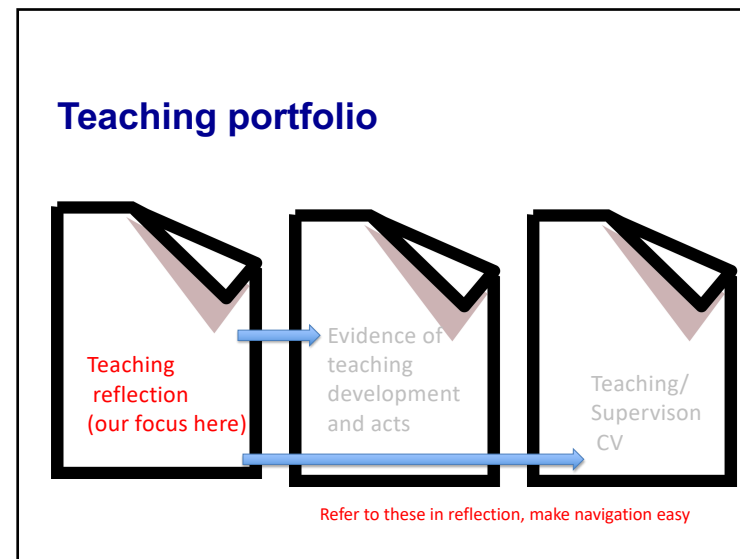
Merits and assessment

- the documentation provides material for review and assessment
- for employment, promotion, and reward (i.e. ETP)

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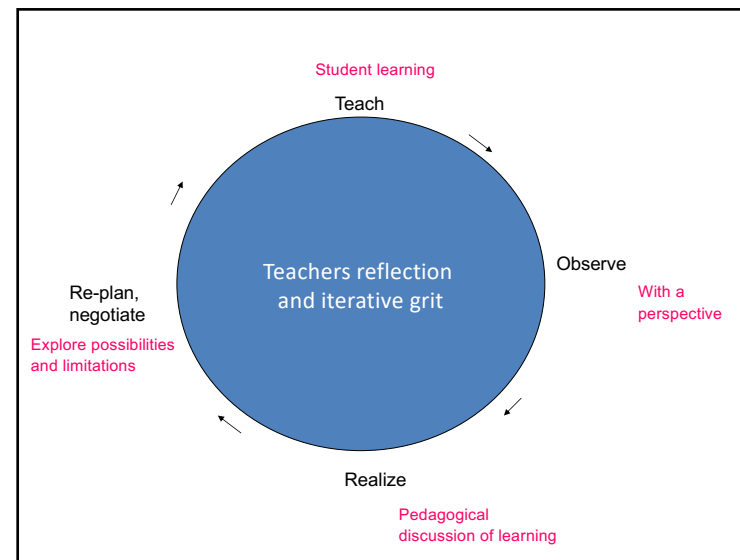


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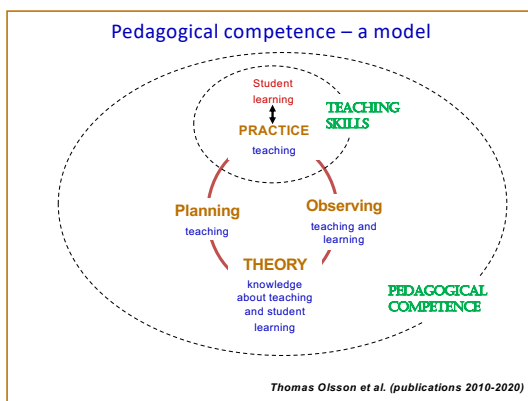
Our recipe of a teaching reflexion

- Brief reading instruction & description of contents
- Brief teaching biography
- "Boiled down" core teaching principles
- Concrete cases, each showing
 - Problem/observation of student learning
 - What I did about it (change of teaching)
 - Outcomes of new teaching approach (exams, evaluations)
 - Reference to evidence (in attachment)
- Brief idea on future teaching development
- Brief Ref list

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The Icelandic Teaching Academy criteria – four main pillars

Student-centered teaching

- Applicants' teaching is based on a clear teaching vision and knowledge of how students learn.
- In their teaching, applicants consider the relationship between learning outcomes, teaching methods, assessment, and how students learn.
- Applicants' communication with their students is based on trust; they seek feedback from students and respond to it in a constructive way.

Professional knowledge – the ability to present professional knowledge in the context of learning and teaching

- Applicants use recognised means to support students in tackling increasingly complex tasks and utilising their knowledge.
- Study materials and teaching methods are in accordance with the objectives of the course and the curriculum.

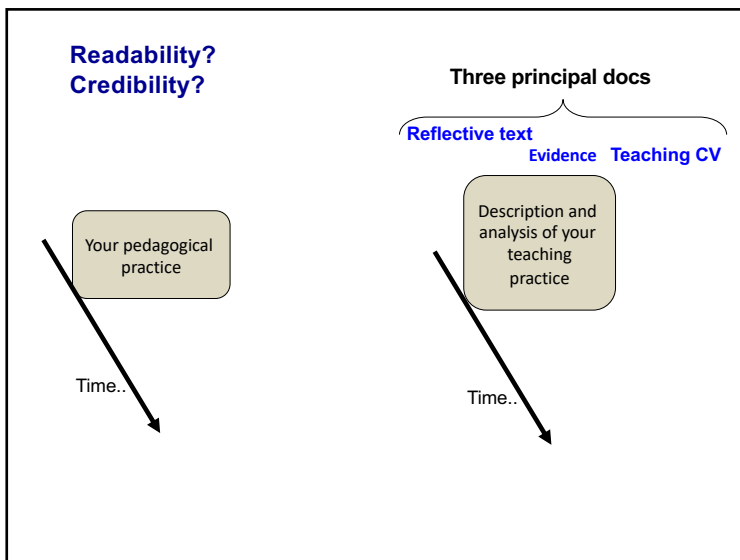
Clear pedagogical development for the future – professionalism in teaching

- Applicants have worked systematically and enthusiastically to improve their teaching, in terms of content, presentation, and innovation in teaching methods.

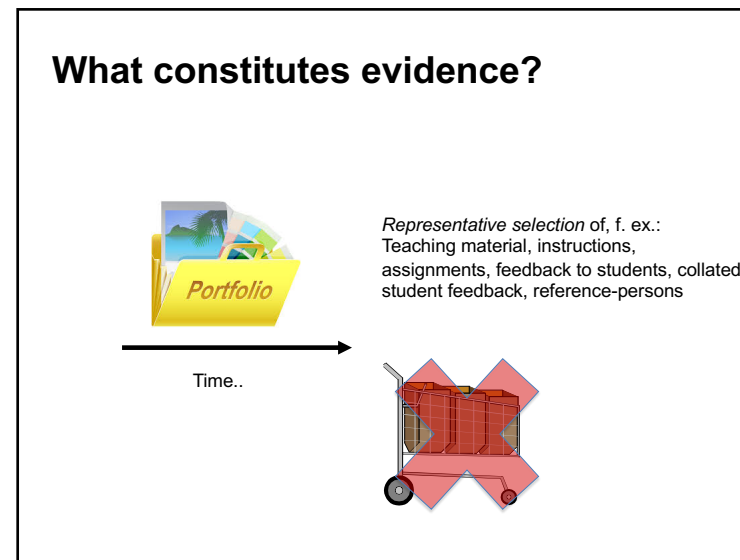
An active participant in conversations about learning and teaching

- Applicants acquire, create, and share knowledge of learning and teaching in their field.
- Applicants collaborate with other teachers or professionals on pedagogical development and teaching methods.
- Applicants take an active part in discussions about teaching and share their pedagogical experience, for example through informal conversations, working groups, workshops, conferences, or publications.

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Evidence and documentation used in ETP-portfolios@MN-UiB

Pedagogical competence	CV and Ped course certificates Prizes, awards Relevant roles & leader positions
Theory, research, information	Teaching and learning literature (Education) reports, policy, strategy etc.
Teaching materials	Course plans, program plans Course reports (self/teacher evaluation) Student evaluations and feedback Self-made teaching materials (assignment, app, exercise, method...)
Student data	Results, "production", recruitment
Development work/projects	Project reports, descriptions and web pages
Sharing and dissemination	Presentations, papers, blogs, articles (conferences, journals, web/public)

By Oddfrid Førland, bioCEED

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**Assessment of scientific merits,
similarities**

Not 100% perfect/fair
Peer review – the best we've got
Reviewed 2ndary artefacts
Review vs scholarly criteria
Need to position your work vs others

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How will your disciplinary expertise show?

- Subject discipline content knowledge (no..)
- Pedagogical content knowledge (yes!)
- Curricular knowledge (yes, if possible)



Shulman 1986

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Mismatch between teaching core principles and practice examples

Lack of problematization: (Observation > action > outcome)

Most typical pitfalls

Supervision and Teaching leadership left out.

No future vision

Messy, unprioritized, overwhelming documentation

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Examples – find differences and similarities in how texts are organized, style of language, and any other aspect of text form.

Sample texts by

- Anne Jerneck, Social Sciences (Lund)
- Öivind Fiksen, Natural Sciences (Bergen)
- Maria Fredriksson, Engineering (Lund)

Rules within this workshop:

- Only for temporary personal use.
- Keep the examples texts to yourself.
- Erase files after use.

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Format differences/similarities in example reflection texts – spotted by you

Differences

- Evidence within or outside the reflection part
- Placement of one's own T&L journey (intro or last)
- Reflections came last (preceded by conceptual descr)
- Some use diagrams, some don't (related to experience? Theories of learning?)
- The wordings. Same message but different words for it (i.e. personalised).
- Only a few situated themselves, for instance in relation to theories.
- Layout, for instance table of content or not.
- Use of space, e.g. balance principles/practice
- Use of images/graphics
- Explicit acknowledgement to where knowledge comes from
- My development over time vs my vast experience
- List of evaluations, courses etc in appendix

Similarities

- Future vision
- Table of content
- Supervision is absent (shouldn't be!)
- References always there (maybe too many?)
- Concrete cases
- Clear structure
- Reflection on teaching and development
- Voice from "I" and "me"
- All refer to Biggs (not necessary!)
- Examples of teaching practices in all

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Citing literature, example

- “When we analyzed the course we noticed a dissonance between the demanding learning objectives in the course plan and the actual exam questions and with the simple student exercises, i.e., a lack in *constructive alignment* (Biggs 1999, p. 99).”
- “Our choice of course structure was inspired by the case-methodology used in the LTH computer science programme (project report ZZ, www.xxx.LTH.se). However we did not strictly follow the traditional Harvard Business School case model (cf. Pettersson 2005, p. 134)”.

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Another example

“Last year we revised the structure of our calculus exercises. We have now abandoned the use of repeated sets of type-problems.

Instead students now solve a mixture of type-problems each session; thus not only training problem-solving but also the identification of problem types and a rational selection of method.

In comparison, this approach has shown 1,5 times higher test results in med-school student cohorts in Canada (Hatal et al 2003). After trying this out for two semesters we estimate.. etc”.

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And one more

- “We made the students perform one 1hr-session per week instead of the traditional monthly 4hr-sessions, based on investigations by Raman et al (2010) who showed...”.

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Timeline – offer

Today

- Read a review
- The well-structured teaching portfolio
 - The components, a recipe that works, common pitfalls, ...
- The Icelandic Teaching Academy criteria
- Examples of successful portfolios



After today – our offer

- A two step offer for those applying (**new deadline May 31**)
 - Peer review between candidates (April),
 - Send in your preliminary portfolio (at least 75%) **on April 12 (D-7weeks)**
 - *by email to Roy.Andersson@cs.lth.se*
 - Provide your peer feedback **no later than April 19 (D-6weeks)**
 - Peer feedback from us (May),
 - Send in your almost final portfolio (at least 95%) **on May 3 (D-4weeks)**
 - *by email to Roy.Andersson@cs.lth.se*
 - We will provide our feedback **no later than May 17 (D-2weeks)**

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