

Workshop

how to write a well structured teaching portfolio



For merits and personal professional development

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Role in BioCeed: Advisory Board member

My past: Associate prof, Mesozoic sedimentology



Getting an academic position

What to learn?

Why learn this?

How learn it?
(didactics)

Who should teach?
(inspiring role model)

Excellent
Teaching
Practitioner

Students
Pedagogical
Prize

Today:

The functions of teaching portfolios

To assess, and be assessed



Assessment norms – the reflective teaching practitioner

How will your discipline show in the portfolio?

Main components of portfolios

“Readability” & credibility

Typical pitfalls in portfolio writing

A proven robust model for a teaching portfolio

Sample portfolios (format similarities & differences)



ETP criteria at UiB

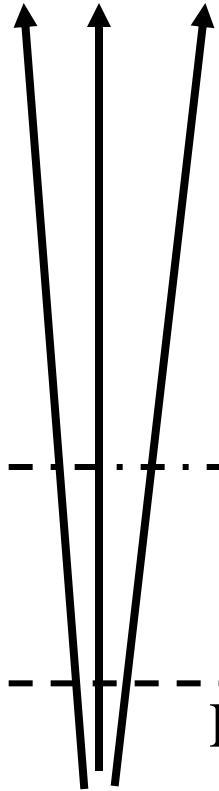


An review of a teaching portfolio letter

- How would you feel getting this assessment?
- Vad does the assessment say?

Entrance ticket

Criteria

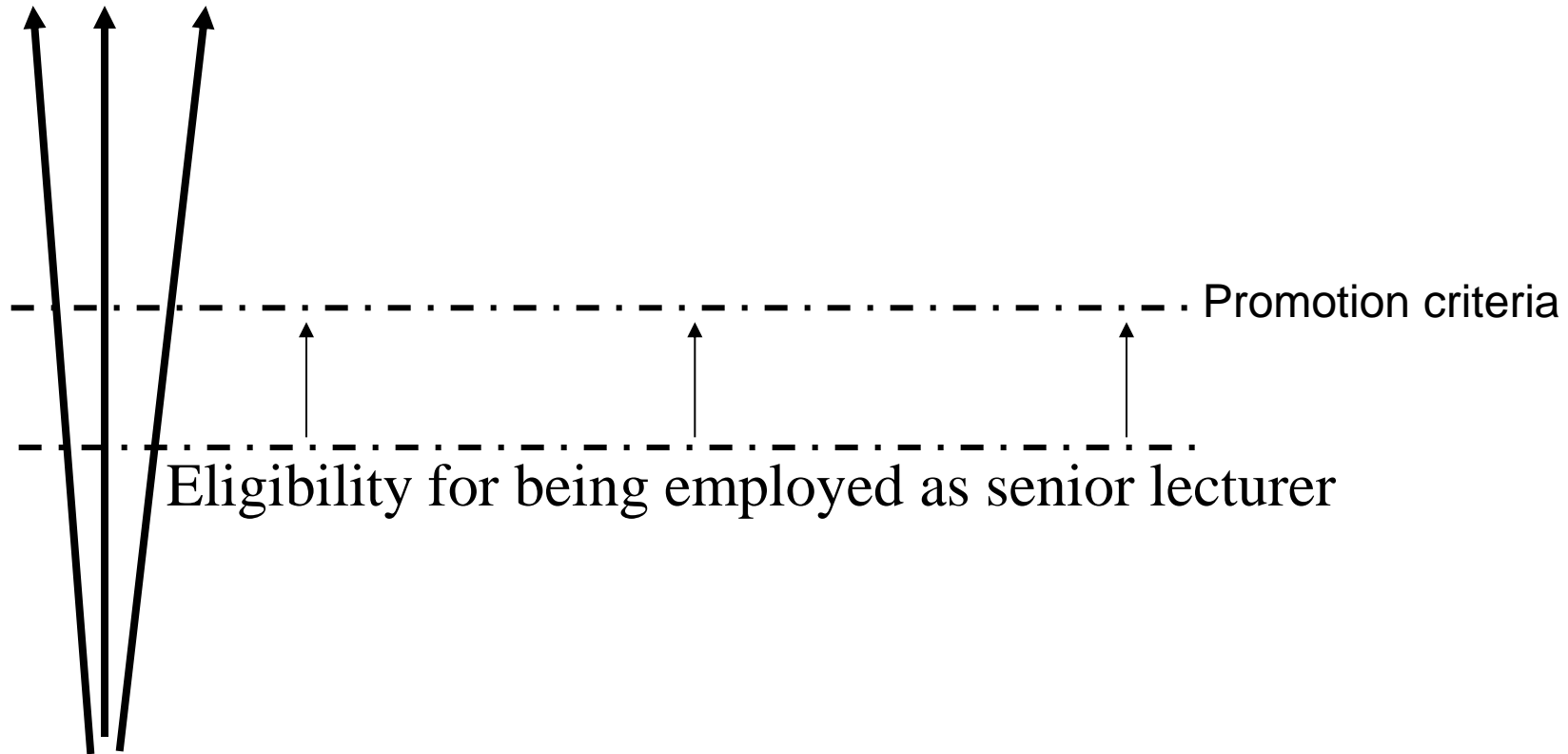


Eligibility to be employed as univ teacher

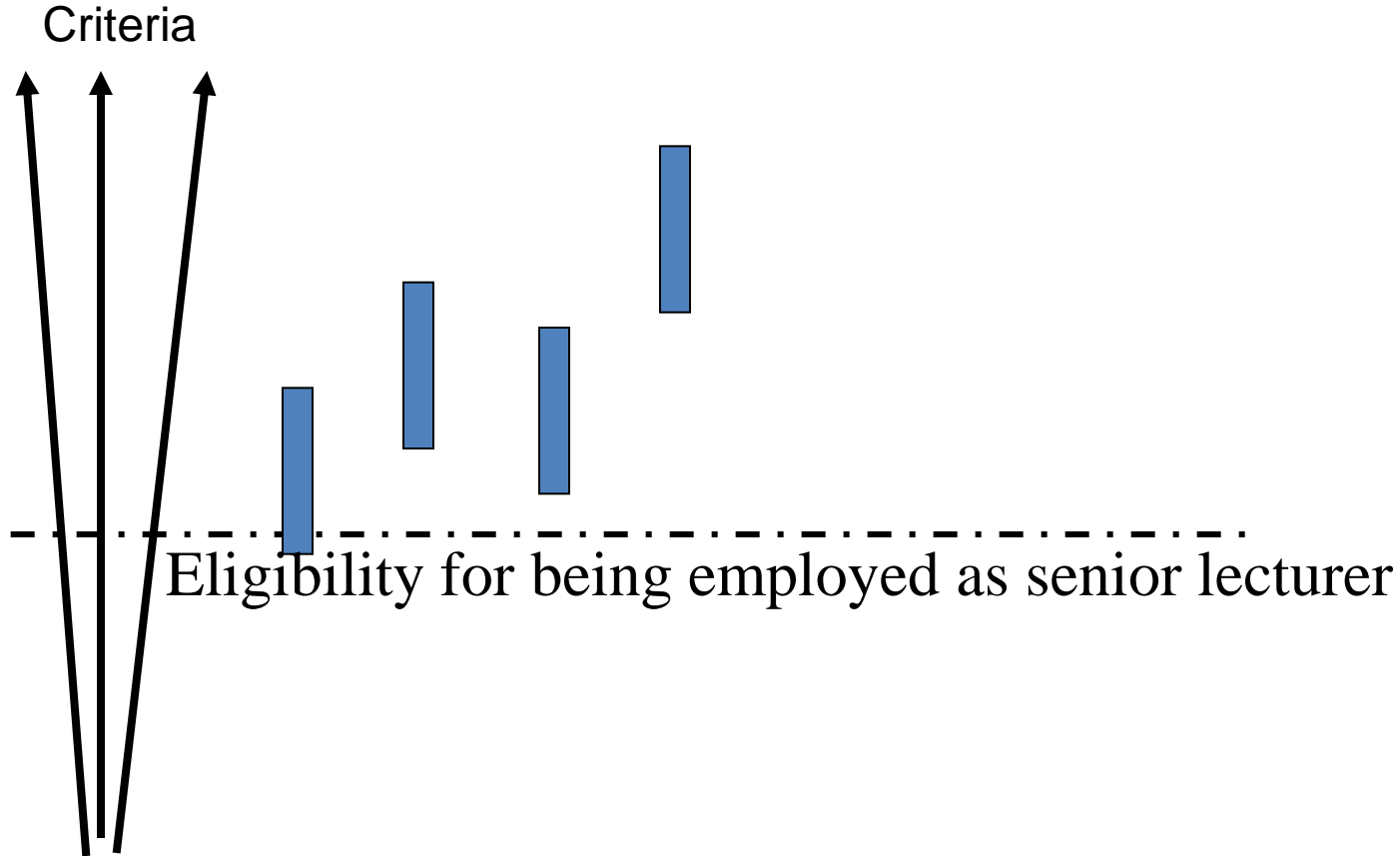
Eligibility to teach and supervise

Level

Criteria

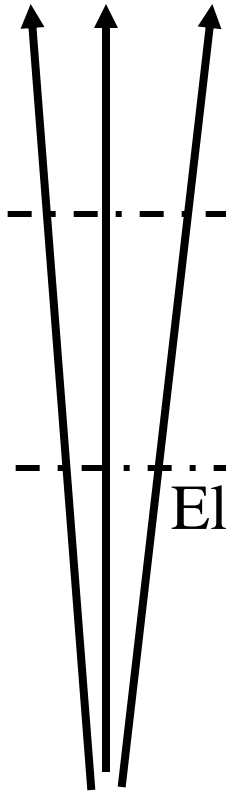


Selection, short listing



Reward


Criteria



F. ex. ETP

Eligibility for being employed as senior lecturer

Principles of assessment of scientific merits?



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

Student learning

Teaching

Observe

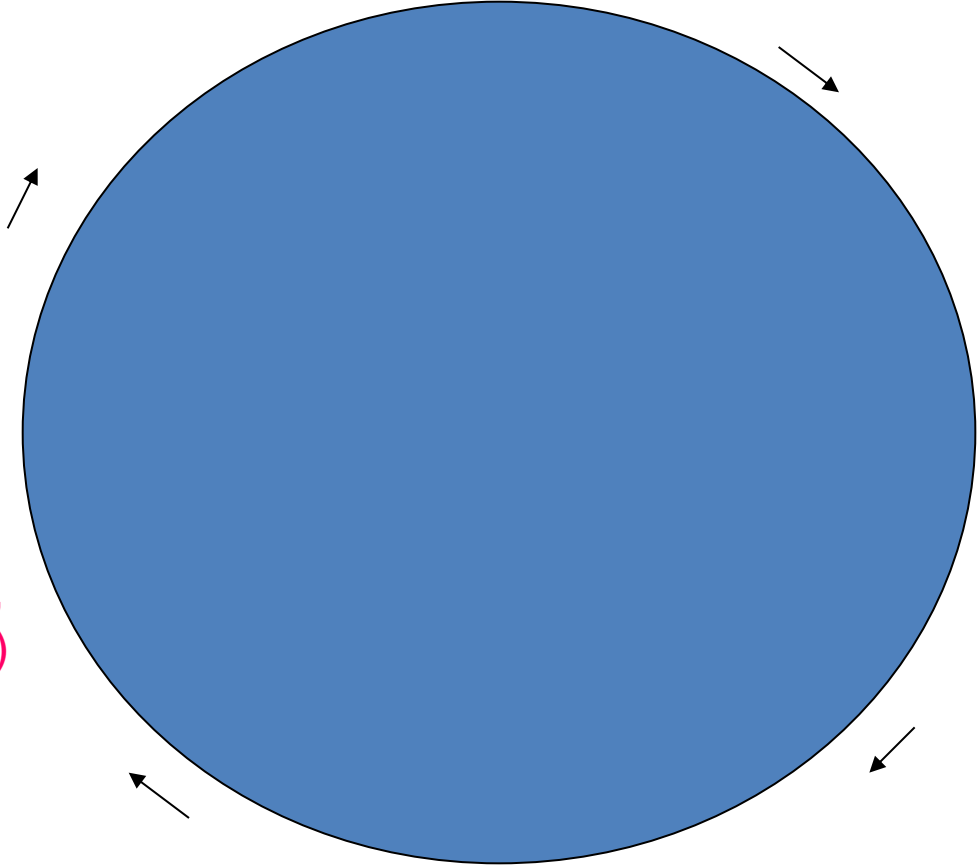
Perspective

Plan,
revise

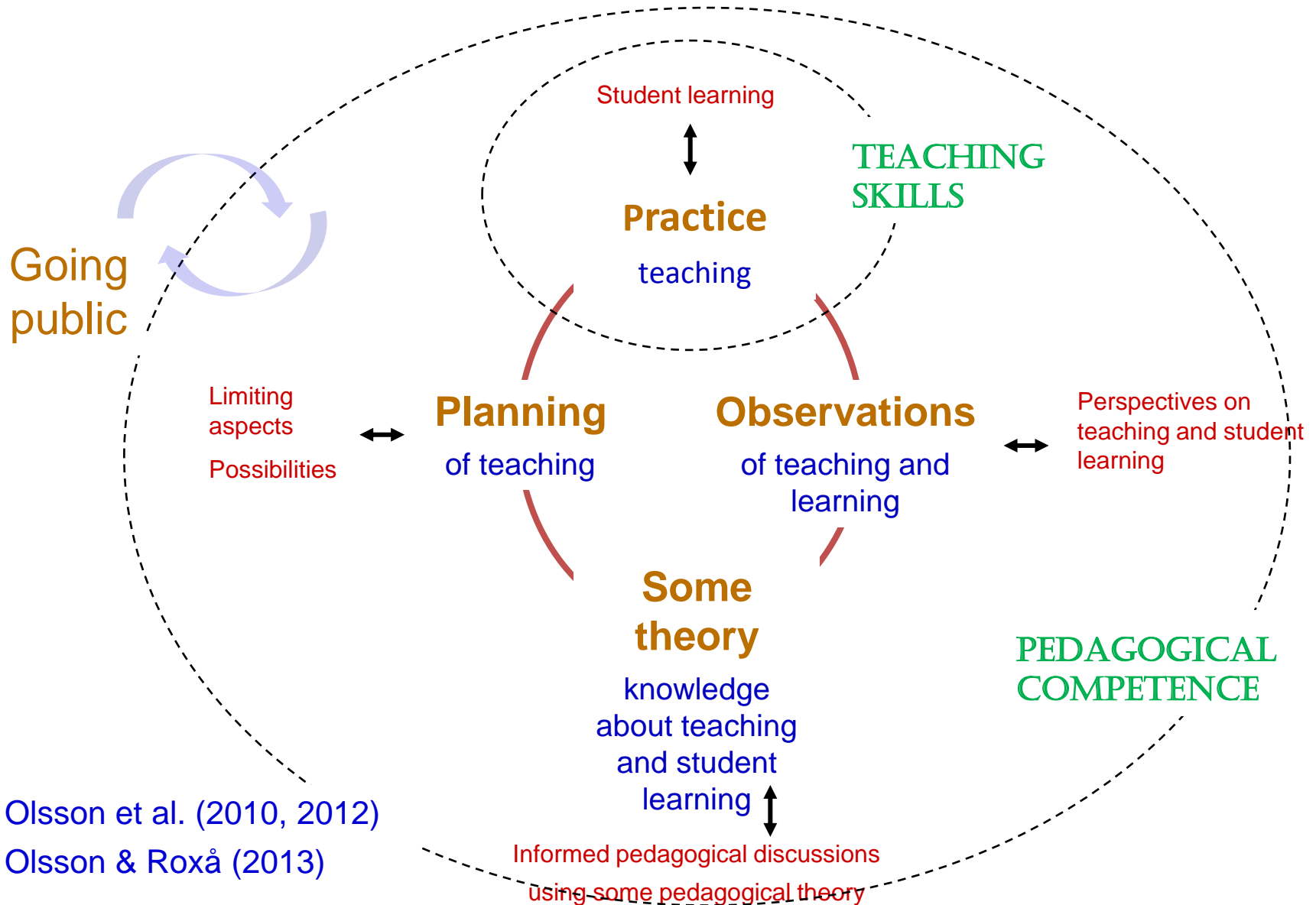
(restrictions,
Possibilities)

Understand

Informed pedagogical conversations



The reflective teaching practitioner



Olsson et al. (2010, 2012)

Olsson & Roxå (2013)

Cf. Magin (1998)

How will your disciplinary expertise show?

- Subject discipline content knowledge
- Pedagogical content knowledge
- Curricular knowledge



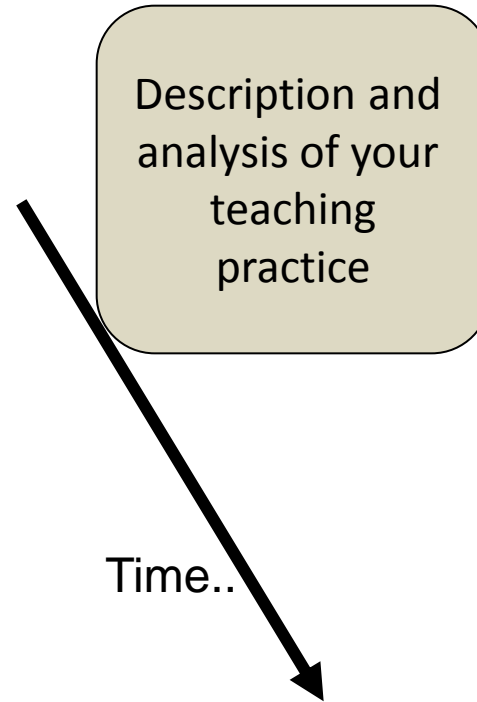
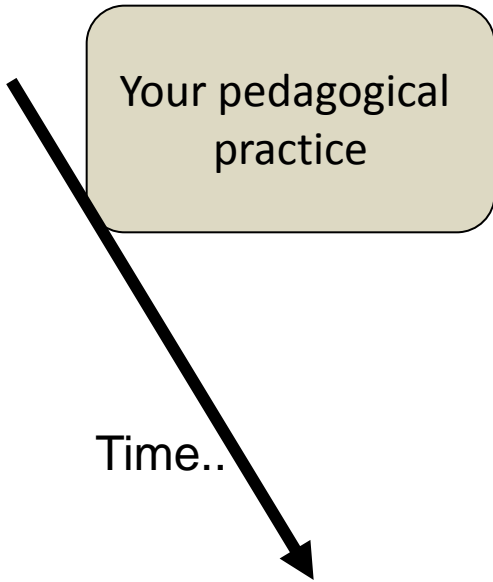
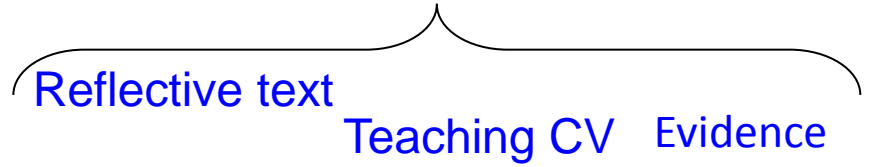
Shulman 1986

Consider a teaching situation that seem important in your development!

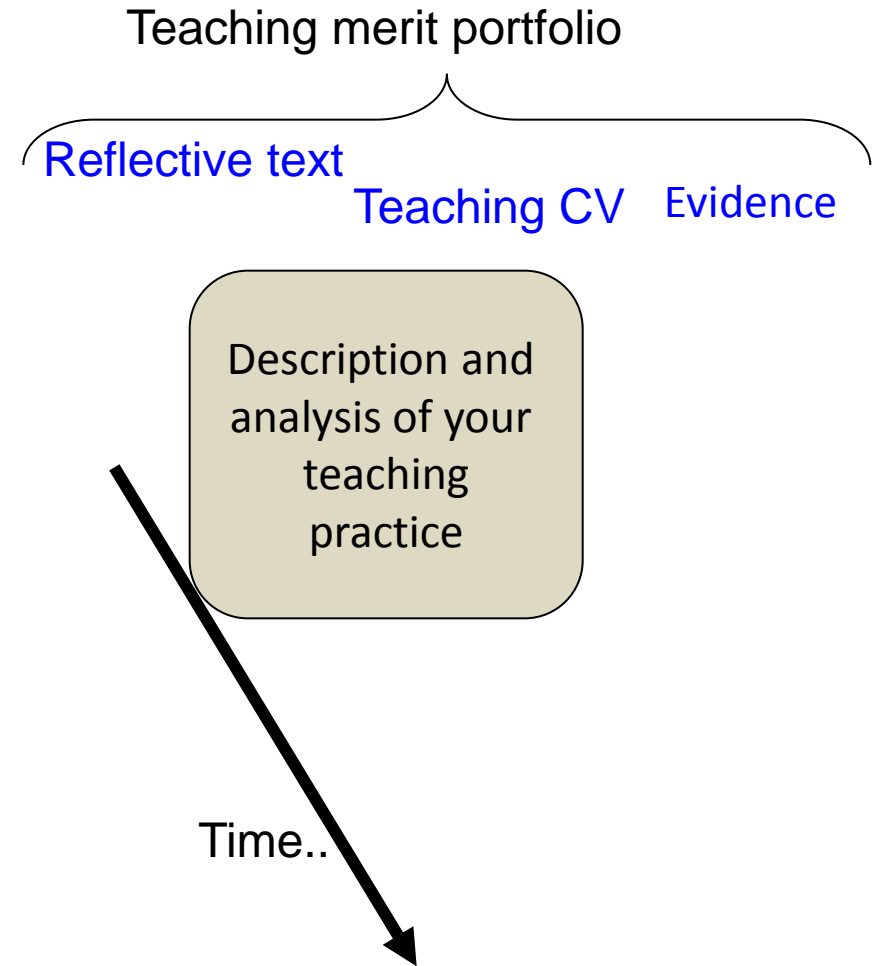
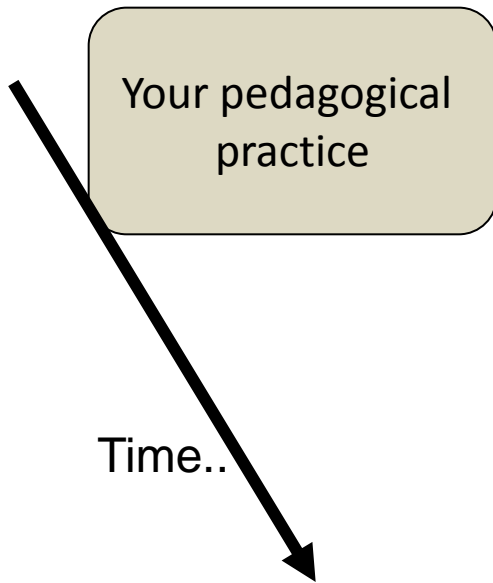
What happened?

- What was good/problematic?*
- Why?*
- How can we know this happened? Evidence?*
- Any changes next time you taught this?*

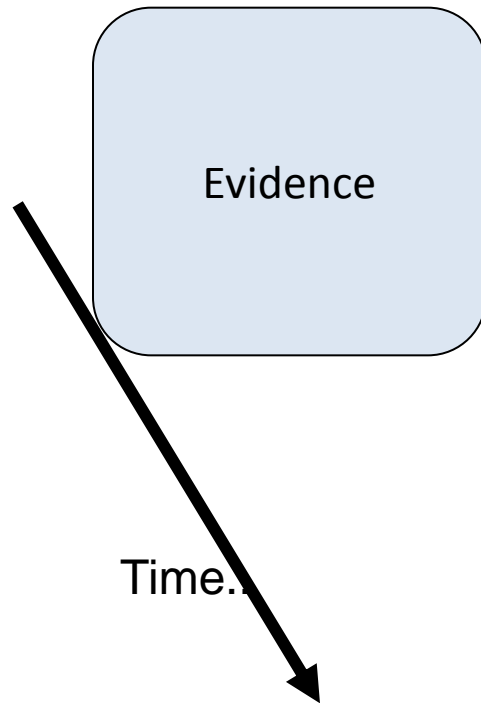
Teaching merit portfolio



Readability? Credibility?



Credibility - evidence



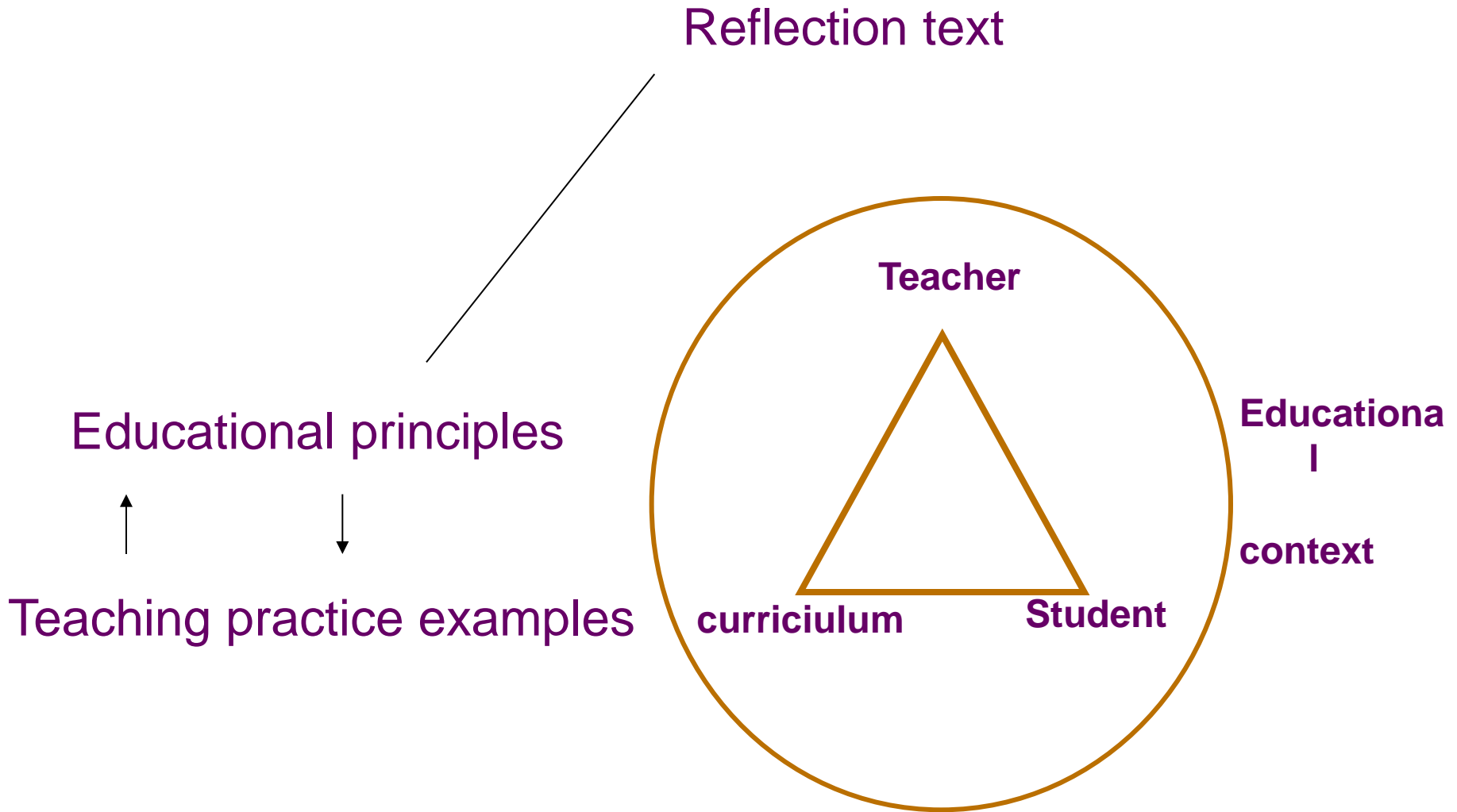
Representative samples of Teaching artefacts, teaching designs, Student feedback, analyzed and summed up course evaluations, support letters, reference persons (email/ph-nr)



A teaching and learning reflection recipe that works

(..that you may tweak or abandon, if you have a better idea)

- A very **brief reader instruction** declaring the structure and purpose
- A very brief pedagogical **biography**
- Core **educational principles** that you can vouch for
- Representative teaching **practice examples**, each with
 - A starting point/observation/**problem** of student learning "X"
 - Your **deliberate design/action** used to address situation "X"
 - The achieved **outcome** (examination/observed quality/course evaluation)
 - A brief section on **future plans** that resonate with principles
- A sincere **reference list** (no extras)



Mismatch between
teaching core principles
and practice

Recurring ref to educational
course that did not influence
teaching practice

The common pitfalls

No future
vision

Messy,
unprioritized,
overwhelming
documentation

Lack of problematization:
(Observation > action > outcome)

Supervision and
teaching leadership
left out.

”My teaching is excellent
since my discipline is so
Important”

Task: analysing five reflective portfolio texts from Lund University

- To inspire your portfolio writing:
 - Find >5 differences in format/ text structure
 - Find >5 similarities in format/text structure

Format

Olikheter

- Innehållsförteckning
- Fotnoter/referenser
- Introduktion
- Struktur, kurs för kurs etc
- Figurer/illustrationer
- Delat med andra
- Underrubriker
- Egenpresentation
- Pedagogiska referenser
- Språk, språklig stil
- Kontext
- Font

Likheter

- Framtidsvision
- Omfång
- Visade utveckling över tid
- Filosofi, pedagogisk idé
- Konkreta exempel
- Inga käll-länkar
- . . .

Citing educational literature

- Typical anxieties:
 - But I didn't read any?!
 - Who am I to refer to such literature?
 - How can I find literature on X?
 - Any refs out there on this specific issue?

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)”.

Another example

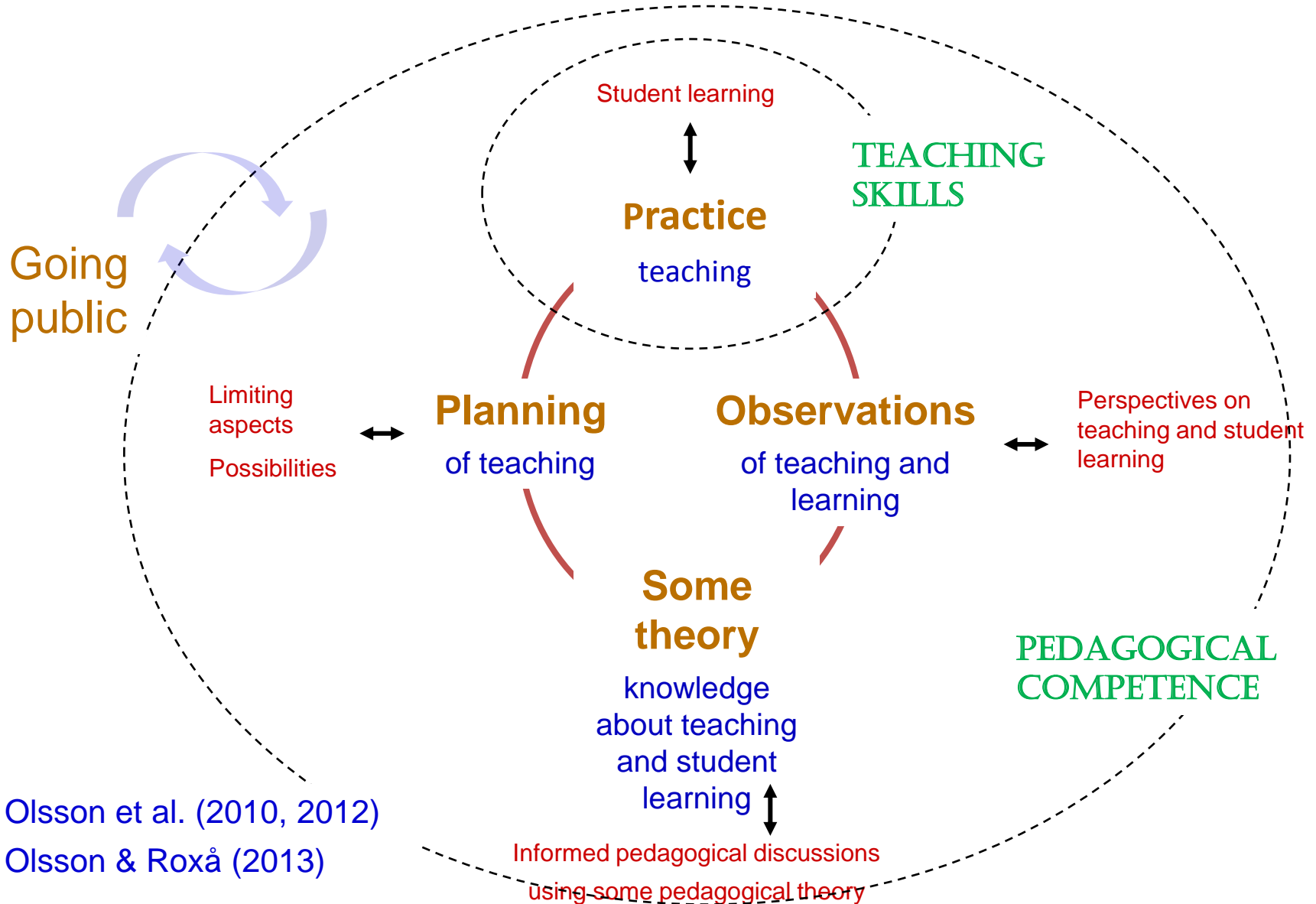
“Last year we revised the structure of our calculus exercises. We have now abandoned the use of repeated sets of type-problems. Instead students now solve a mixture of type-problems each session; thus not only training problem-solving but also the identification of problem types and a rational selection 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”.

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...”.

The reflective teaching practitioner



Criteria for *framragende underviser, ETP*

- Focus on student learning
- Clear development over time
- Scholarly approach to teaching and learning
- Share/collaborate

