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bioCEED

iEarth

How to start writing a well-structured teaching portfolio

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Timeline – offer

Today
- Who are the participants , and why are they here?
- Read a review
- The well-structured teaching portfolio
  - The components, a recipe that works, common pitfalls, …
- The UNIS ETP criteria
- Examples of successful portfolios

After today – our offer
- An offer for those planning to apply for ETP by deadline January 9
  - A Canvas web resource for those who´ll write a portfolio
  - Peer review between candidates (≈ late Nov), deadline Nov 23rd
  - Peer feedback from us (≈ mid Dec), deadline Dec 14th

  Sign up directly with Roy.Andersson@cs.lth.se

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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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You!

Aleksandra Anna Smyrak-Sikora – AG, postdoc
Aga Nowak – AG, postdoc
Maria Jensen – AG, førsteamanuensis
Lena Håkansson – AG, førsteamanuensis

Simone Lang – AB, førsteamanuensis
Nataly Marchenko – AT, forsker
Marius Jonassen – AGF, førsteamanuensis
Noora Partamies – AGF, førsteamanuensis

Malte Jochmann – doctoral student
Sil Shuuring – doctoral student
Cheshtaa Chitkara – doctoral student
Snorre Flo – doctoral student

Ane Bjørsvik – student support Dept
Marte Emilie Engebretsen – UNIS directors team

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Read a review (handout)
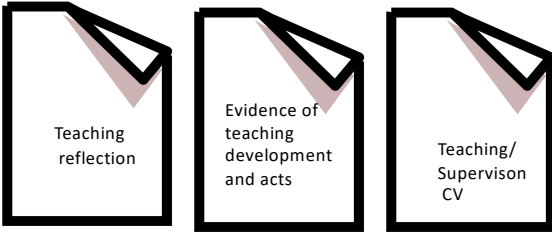
Promotion to Senior Lecturer (Førsteamanuensis)

- What would you think/feel if you received this assessment?
- What could be improved?
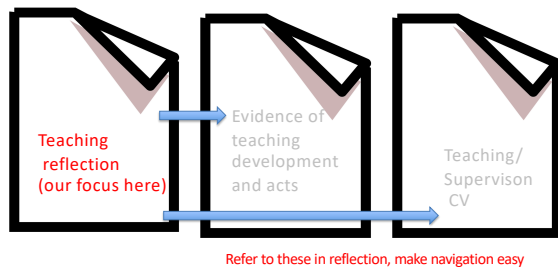
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Teaching portfolio, the three parts

Teaching reflection

Evidence of teaching development and acts

Teaching/ Supervison CV

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Teaching portfolio

Teaching reflection (our focus here)

Evidence of teaching development and acts

Teaching/ Supervison CV

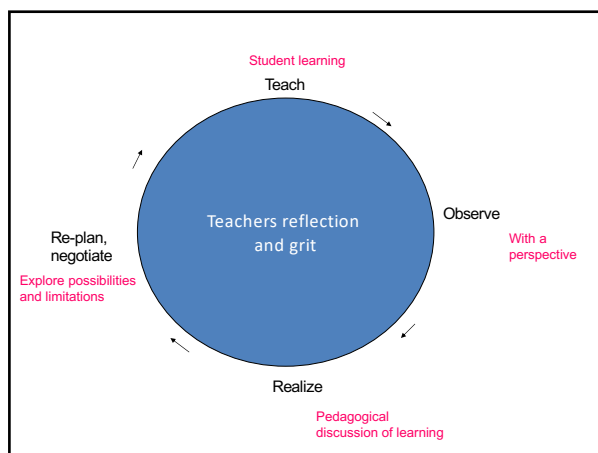Refer to these in reflection, make navigation easy
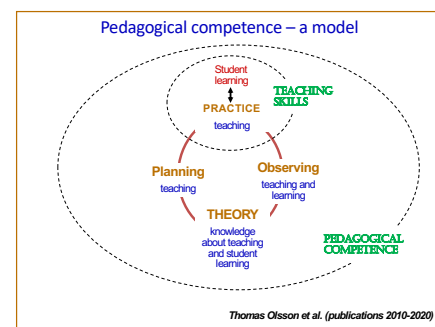
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Our recipe of a reflective text

- <u>Brief</u> reading instruction & description of contents
- <u>Brief</u> teaching biography
- "Boiled down" core <u>teaching principles</u>
- Concrete cases, <u>each</u> 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)
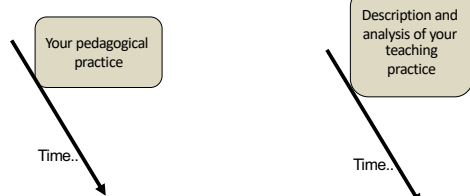- <u>Brief</u> idea on future teaching development
- Brief Ref list

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Student learning

Teach

Observe

With a perspective

Teachers reflection and grit

Re-plan, negotiate

Explore possibilities and limitations

Realize

Pedagogical discussion of learning

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Pedagogical competence – a model

Student learning

PRACTICE

teaching

TEACHING SKILLS

Planning
teaching

Observing
teaching and learning

THEORY
knowledge about teaching and student learning

PEDAGOGICAL COMPETENCE

Thomas Olsson et al. (publications 2010-2020)

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Readability?
Credibility?

Three principal docs

Reflective text

Evidence   Teaching CV

Your pedagogical practice

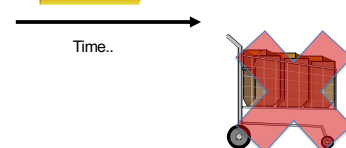Description and analysis of your teaching practice

Time..

Time..

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What constitutes evidence?

Representative selection of, f. ex.: Teaching material, instructions, assignments, feedback to students, collated student feedback, reference-persons

Time..

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Groups, interview one instructor at each table

Tease out a teaching and learning situation that could constitute a "case" in the instructors portfolio. Questions to ask, for instance:

– What happened?
– What was good/problematic?
– Why?
– How do we know this?
– How has this influenced your teaching?

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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

Ref to educational course that did'nt have any impact on teaching

Messy, unprioritized, overwhelming documentation

The typical mistakes

No future vision

Lack of problematization: (Observation > action > outcome)

Supervision and teaching leadership left out.

Attitude "my teaching is excellent because my discipline is so important"

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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 Buisness 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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UNIS ETP-criteria – four pillars

Focus on student learning

Clear development over time

A research approach

A collegial attitude and practice

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Example portfolios

- Öivind Fiksen, UiB, Biology (in English)
  - handout
  - https://www.uib.no/sites/w3.uib.no/files/etp_soknad_of.pdf

- Stein Dankert Kolstö, UiB, Fysikkdidaktikk (in Norwegian)
  - handout
  - https://www.uib.no/sites/w3.uib.no/files/pedagogisk_portefolie_kolsto.pdf

- Maria Fredriksson, LTH, Building Materials (in English)
  - handout
  - No public posting

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Format differences/similarities in reflective texts

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

(from previous workshop-participants)

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