The professional university teacher documents her teaching competences!

On the potentials and pitfalls of portfolios

Rie Troelsen, riet@sdu.dk
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Portfolio as a tool for reflecting <u>and</u> documenting
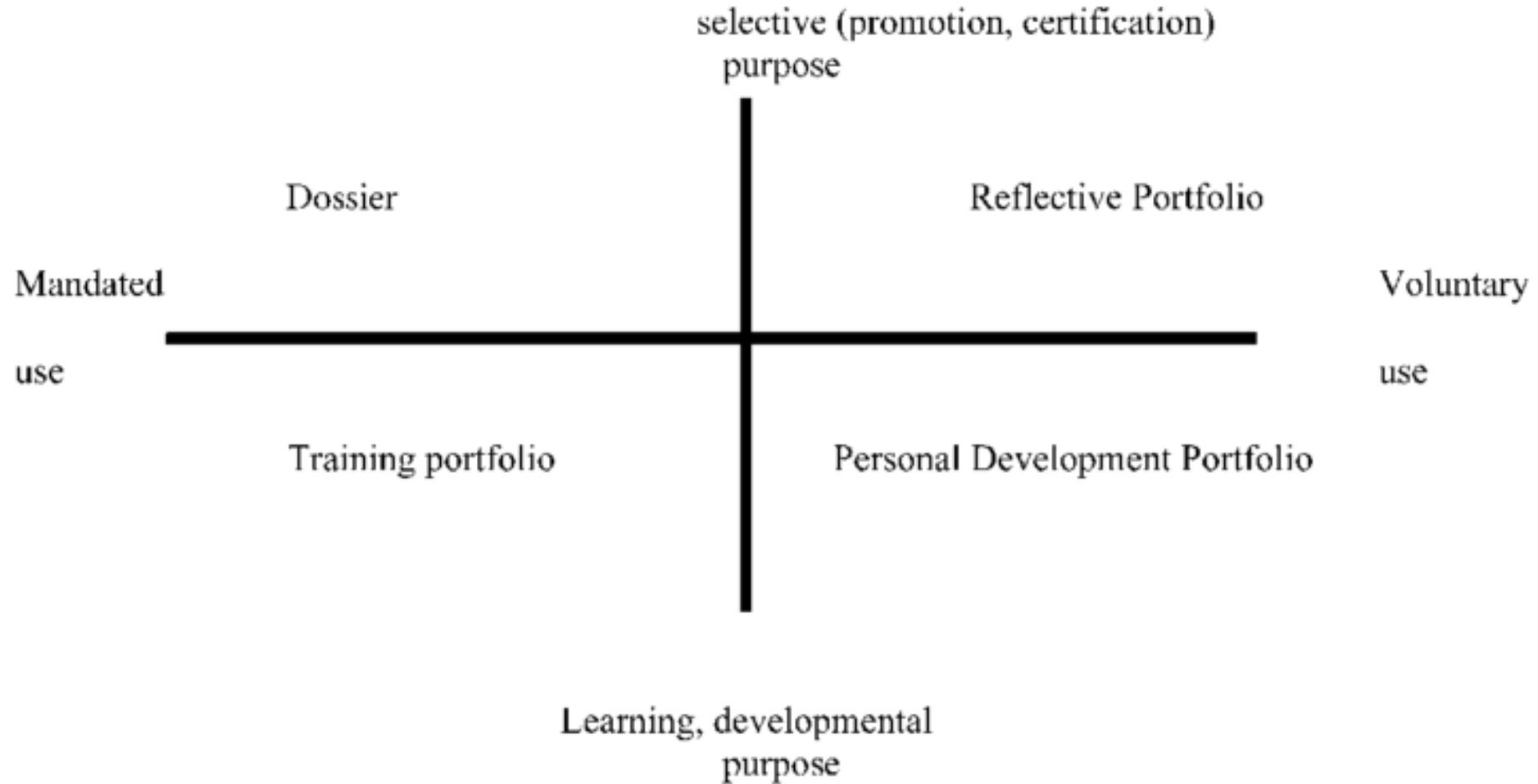
Portfolio characteristics:

- Structures effort and progress
- Learner-centered "assessment" method
- Documents practice
- Evaluate with a variety of evidence
- Focuses on openness and reflection
- …

(Shulman 1998, Seldin, Miller & Seldin 2010, Darling-Hammond & Snyder 2000, Buckridge 2008)

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Different types of portfolio
(Smith & Tillema, 2003)

selective (promotion, certification) purpose

Dossier

Reflective Portfolio

Mandated

Voluntary

use

use

Training portfolio

Personal Development Portfolio

Learning, developmental purpose

Portfolio as The method for documenting teaching competences

Applications for scientific positions at universities

- "The following documents are required: […] Teaching portfolio" (Aarhus University – guidelines for applicants)

Requirements for employees at universities

- "All permanently employed lecturers have a teaching portfolio that documents their realised teaching competences and proposed competence development" (University of Southern Denmark - Policy for Quality in Education)

Part of Lecturer Training Programmes at universities

- "Themes covered in course include: […] Producing a teaching portfolio" (University of Copenhagen - Teaching and Learning in Higher Education Programme)
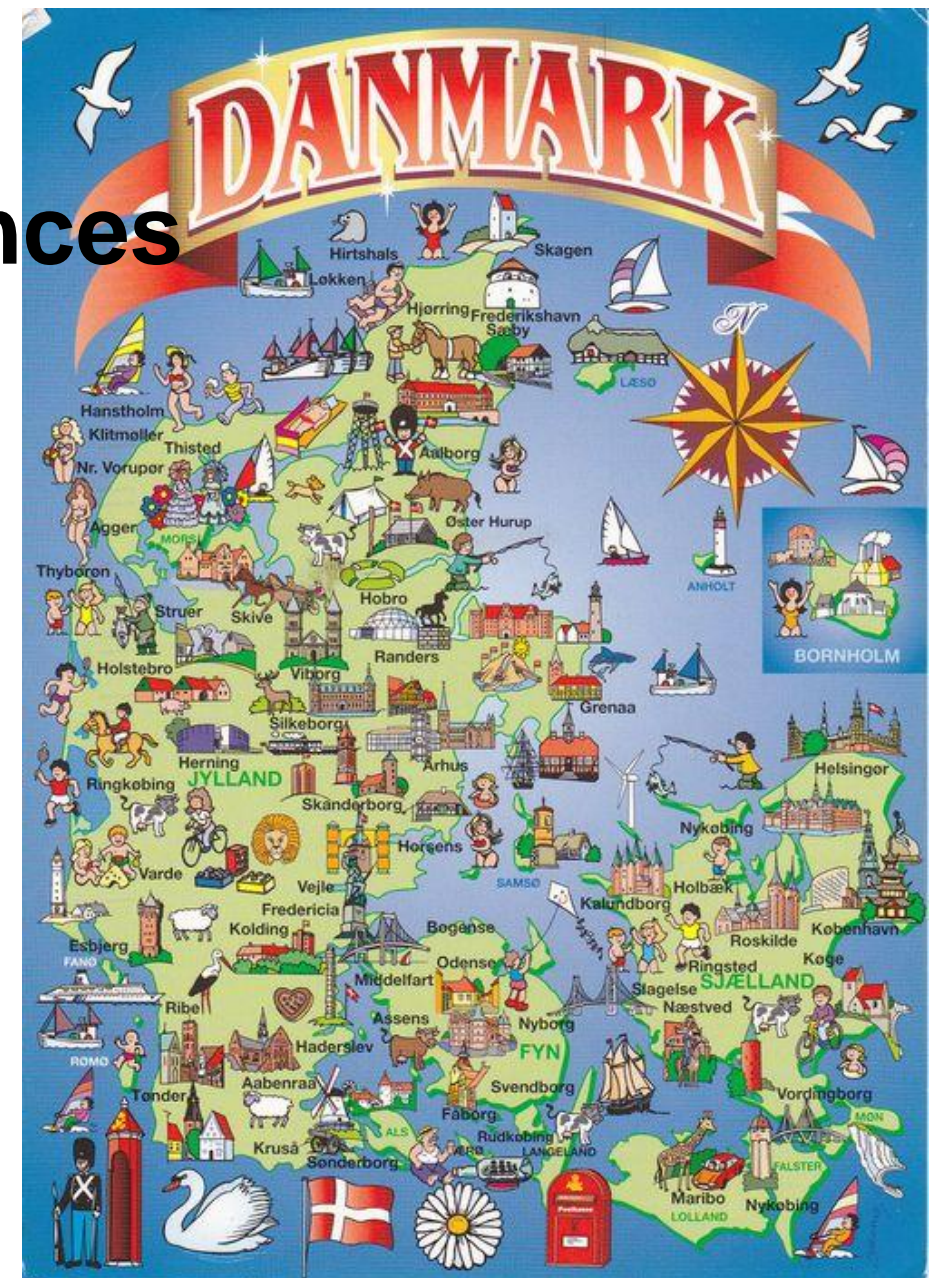
Portfolio as a framework for teacher training

Syllabus for Lecturer Training Programme at SDU

- Course component (residential, seminar, online modules, courses)
- Supervision (individual and collegial)
- "Developing your teaching" project
- Teaching portfolio

Purpose of the portfolio

- to create coherence between elements and
- to document participants' teaching experiences and reflections

Elements of LTP-portfolio

Experiences with
- Teaching
- Supervision
- Administration
- Development

Formal and informal pedagogical education

Teaching-CV

Descriptions of practice

Description and reflection on
- teaching exercise in groups
- "real time" teaching

"Developing your teaching" project
- Report on project (reflection and perspective)
- Poster on project (communication)

Teaching Philosophy

Fundamental attitude and approach to teaching and learning.
May include references to theoretical aspects of pedagogy, but it is not mandatory

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Evaluation of LTP portfolio

Portfolio interview

- Purpose
  - Formative: the development of the teacher
  - Summative: production of a statement
- Form
  - 1 hour
  - Teacher, internal supervisor and external supervisor
- Agenda
  - Focus on programme (significant learning experiences)
  - Focus on portfolio (connections between philosophy and practice)
  - Recap (agreement on standpoint and developmental potential)

How about portfolios in the rest of SDU?

Teaching quality	SDU policies and practices	EDU engagement
Definitions of quality	Teachers have relevant competences	Registers participation Course catalogue
Descriptions of competences	Competence profiles	Specialised courses
Documentation of competences	Updated teaching portfolio and local SoTL	Portfolio models for each Faculty Courses on portfolio Portfolio as part of training programme Local communication fora
Evaluating competences	Assessment committees and PDR	Portfolio interview as part of training programme Guide for PDR
Recognition of competences	Teaching awards	…

More!

(Holt et al, 2011)

Troelsen (2016). Five levels of involvement. ICED2016 proceedings.

Pitfalls and the need for development

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Certification to evaluate teaching portfolios

Develop criteria for and competences in assessing portfolios

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Developing criteria

For the teaching portfolio as a tool for reflection

- Personal Development Reviews

- Development of teaching through formal programmes or in informal settings

For the teaching portfolio as a tool for documenting competences

- In applying for jobs

- In applying for awards/raises/membership of academies

Same criteria?
Same assessors?