The professional university teacher documents her teaching competences!

On the potentials and pitfalls of portfolios

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15. juni 2017
Portfolio as a tool for reflecting and documenting

Portfolio characteristics:

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

Different types of portfolio
(Smith & Tillema, 2003)
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

Teaching Philosophy

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)

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

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(Holt et al, 2011)  
Troelsen (2016). Five levels of involvement. ICED2016 proceedings.
## Pitfalls and the need for development

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<td>Develop criteria for and competences in assessing portfolios</td>
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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