



ORU 1.2.1-03077/2019

TEMPLATE FOR TEACHING PORTFOLIOS

GENERAL

Örebro University's template for teaching portfolios shall be used when applying for positions involving teaching duties and responsibilities. It shall also be used when applying for appointment as a docent or an excellent teaching practitioner. The template has been designed to accommodate qualitative as well as quantitative documentation, facilitating assessment of applicants' teaching expertise. Where possible, the information provided shall be verified by appendices such as certificates, references, and work samples or similar.

Under the heading "Teaching expertise", the applicant shall provide a description of their teaching approach in relation to research on and best practice in teaching and learning in higher education. They shall also account for how this approach is put into practice, as well as for outcomes of their teaching practices. The description shall explicitly relate to [Örebro University's educational philosophy](#) and other criteria laid down for the appointment in question. This qualitative section of the portfolio may comprise a maximum of ten pages excluding references.

The portfolio also has a quantitative section under the heading "Teaching qualifications", describing the applicant's teaching contributions, efforts and practices. In this quantitative section, all qualifications should be listed in chronological order.

CONTENT

Teaching expertise

1. Teaching approach

Account for your teaching approach and demonstrate how it is based on relevant research on or best practice in both teaching and learning and subject didactics. This may for instance concern your view of learning, teaching, the teacher's role, examination, course evaluations, etc. Your account should also include your approach to the principles outlined in [Örebro University's educational philosophy](#). Your teaching approach should demonstrate who you are as a teacher, what you do, and why.

2. Putting your teaching approach into practice

Describe and provide concrete examples of which efforts you take to put your teaching approach into teaching practice and why you do what you do. Your account should also describe how you turn the principles outlined in [Örebro University's educational philosophy](#) into practical teaching activities. In this section, you may well discuss your teaching skills and any experience you may have of educational leadership. Work samples such as student handbooks, video links, lecture and seminar planning notes, examination samples etc may be enclosed. Explain how each work sample or report relate to that cited in your teaching approach and in what way the work sample demonstrates how your approach is put into teaching practice.

3. Professional development as a teacher

Account for and reflect on your professional development as a teacher, for example how your efforts to put your teaching approach into practice have impacted student learning or how your work as a teacher has evolved as a result of course evaluations and you own reflection. Course evaluations may be enclosed.

4. Literature and other references

List the literature and other references that you have used under the headings above to describe your teaching expertise.

Teaching qualifications

5. Formal training in teaching and learning in higher education

General eligibility criteria for teaching staff at Örebro University include completion of course(s) on teaching and learning in higher education corresponding to 10 weeks. List the name of the course(s), higher education institution, scope and date of completed qualifying course(s). Enclose course certificate(s). Knowledge and skills equivalent to such courses may also be assessed and considered by Örebro University to provide eligibility.

6. Formal training in supervising doctoral students

List the name of the course(s), higher education institution, scope and date of completed course(s) on supervising doctoral students. Enclose course certificate(s).

7. Other courses on subject didactics or teaching and learning in higher education

List any other completed courses on subject didactics or teaching and learning in higher education.

8. Teaching activities

Account quantitatively for your teaching experience at the undergraduate, Master's and doctoral levels. List the name of the course(s), scope, level, as well as teaching and examination formats. Also describe your experience of supervision at different levels, as well as of working with course development, collegial collaborations, internationalisation, and sustainable development within education, including gender mainstreaming and equality efforts. Verify the information provided by enclosing certificates and references.

9. Educational development work

Describe any educational development projects you have been a part of as well as your role in these.

10. Course/programme planning and educational leadership

Account for your experience of course coordination, programme coordination, managerial posts, project management, director of studies

appointments, appointments as chair of school education committees or appointments to other leadership positions within teaching.

11. Teaching conferences and teaching material production

Describe how you have contributed to collegial knowledge dissemination – or academic peer-to-peer sharing – for example by participation in training conferences for teachers or in courses and conferences on teaching and learning in higher education. Also, account for any publications on the subject of teaching and learning in higher education or any production of teaching material, text books or steering documents for teaching. Give details of your role in this work.

12. Teaching awards

List any teaching awards and other recognitions.

13. Other

Account for other assignments relating to teaching and learning in higher education, such as teaching mentor assignments, expert assignments, participation in inquiries and committees, international contacts within the teaching and learning field etc.