

University Board Decision

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Template for Teaching Portfolio

Introduction

A Teaching Portfolio is a way of documenting and presenting teaching competence and teaching skills. It should include accounts of *what* you have done previously and what you do now as a teacher, *why* you do as you do, what are the *results*, and how your teaching has *developed*. The account of *why* you do as you do in your teacher's role also becomes an account of your perspective of teaching and learning. It does not have to be a very long account; the important thing is that you show that you have a reflected perspective of teaching and learning.

Besides a Teaching Portfolio you can also write a scientific portfolio, a portfolio of leadership and administration, and where appropriate a clinical portfolio.

A Teaching Portfolio can be used in many ways. The teacher can use it as a basis for his or her own development as a teacher by documenting the work, reflections about his or her achievements and results. Moreover, the Teaching Portfolio enables a person applying for a teaching position at a higher education institution to account for his or her teaching competence and skills. It is a way to describe a basis so that external reviewers and the Employment Committee can make a qualitative assessment of the applicant's teaching competence and skills. According to the Higher Education Ordinance (Högskoleförordningen) the assessment of the applicant's teaching skills shall be devoted the same care as the assessment of scientific skills.

Below is a draft template for a Teaching Portfolio, which is meant to be used by applicants to positions with teaching duties at Örebro University. The template should be available at the University's web page, and in the announcements for vacancies there should be a link to the template so that the applicant can easily find it.

Template for Teaching Portfolio

Applicants to positions with teaching duties at Örebro University shall use this template for their Teaching Portfolio. The template shall be supplemented with the names of two people (and their telephone numbers), who have a good knowledge of the applicant's teaching achievements and who can at the request of Örebro University's Human Resources leave references. The applicant shall also state the telephone number to the management of the Student Union at the university where he or she works, so that the Student Representatives at the Employment Committee can turn to them for references.

The Teaching Portfolio should not contain more than 5-7 pages, excluding enclosures. Where possible, information should be witnessed.

The Teaching Portfolio shall be organised according to the following headings:

1. Perspective of teaching and learning

Describe your perspective of teaching and learning. It can for example regard your philosophy of teaching, learning, the teacher's role, examination, course evaluations, etc.

2. Realisation of the perspective of teaching and learning

Describe how you put your perspective of teaching and learning into practice in your teaching activity. You can also describe the circumstances or conditions in which you have been working as a teacher. A few "work samples" (for example study guides, plans for lectures and seminars, examination samples) can be added as enclosures.

3. Results and development

What results have you accomplished when putting the perspective of teaching and learning into practice? How are you changing and developing your work because of course evaluations and reflections? (Course evaluations can be enclosed.)

4. Teaching experience

Describe how much teaching experience you have, what type of courses you have taught, supervision at first-cycle (undergraduate) and second-cycle (Master's) education, course development, cooperation, etc. Use the headings below in your description! Teaching experience should be attested with certificates.

4.1 First-cycle (undergraduate) and second-cycle (Master's) education

a/ Scope of the teaching experience

How many years and what share of a full-time position. If you have taught less than the equivalent of two years on a full-time position as senior lecturer you report the number of teaching hours.

b/ Level and content

First-cycle (undergraduate) and second-cycle (Master's) education or equivalent

Course content

c/ Forms of teaching

Lectures, seminars, laboratory lessons, problem-based learning, case method, master classes, etc.

d/ Supervision at first-cycle (undergraduate) and second-cycle (Master's) education

e/ Forms of Examination

f/ Teaching cooperation

g/ Course development

h/ Research association at first-cycle (undergraduate) and second-cycle (Master's) education

i/ Distance education

4.2 Doctoral studies

a/ Scope and content of the teaching experience

b/ Supervision at the doctoral level

c/ Course responsibility

d/ Teaching cooperation

e/ Course development

4.3 Teaching experience outside university and higher education institutions

For example teaching experience from upper-secondary school or other education forms, and dissemination of information about research results and cooperation with the surrounding community.

4.4 Internationalisation

For example course development and teaching in international courses, teaching experience from abroad.

5. Administrative teaching assignments

Course Coordinator, Director of Studies, etc.

6. Teaching education

For example courses in teaching and learning in higher education, teacher training.

7. Publication and/or participation in conferences which involve teaching and learning in higher education

8. Written textbooks, study materials and/or other teaching aids

9. Teaching awards

10. Other

State other assignments of importance for your teaching competence and skills, for example dissemination of research results, teacher mentor assignments, teacher expert assignments, participation in commissions, international teaching contacts, etc.