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TEMPLATE FOR TEACHING PORTFOLIO

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General

This template for a teaching portfolio shall be used by applicants to positions with teaching assignments and when applying for appointment as docent or within the excellent teacher scheme at Örebro University. The teaching portfolio should contain no more than 7 pages, excluding attachments. It should explicitly relate to Örebro University's educational philosophy. Where possible, information should be substantiated with attachments such as certificates, work samples or similar.

The teaching portfolio shall be organised according to the following headings:

1. Educational philosophy

Describe your perspective of teaching and learning. It may relate for example to your philosophy of teaching, learning, the teacher's role, examination, course evaluations, etc. Your description should refer to Örebro University's educational philosophy.

2. Realisation of the educational philosophy

Describe and provide examples of how you apply your educational philosophy in practice in your teaching activities. You may also describe the circumstances or conditions in which you have been working as a teacher.

A portfolio of study guides, video films, plans for lectures and seminars, and examination samples may be attached. You should describe how these relate to what is stated in the teaching portfolio and in what way the work samples show a realisation of the educational philosophy.

3. Results and development

Describe your professional development as a teacher. What results have been accomplished when applying your educational philosophy in practice? How has your performance as a teacher developed as a result of course evaluations and your own reflections? (Course evaluations may be attached.)

4. Teaching experience

Describe your professional teaching experience. 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 and second-cycle courses and study programmes

- 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, then report the number of hours of teaching and related work you have been paid for.

- b) Level and content
 - First cycle, second cycle and if applicable, the progression level on the first cycle (A, B, C or equivalent)
 - Brief summary of the course content and type of course (e.g. methodology, work placement [VFU] course, freestanding courses)
- c) Forms of teaching
Lectures, seminars, workshops, flipped classroom, active learning classroom, laboratory sessions, PBL, study groups, case-methodology, master-classes, etc.
- d) Supervision of independent projects on first and second-cycle courses and study programmes
- e) Forms of examination
- f) Teaching cooperation
- g) Course development
- h) Research association on first and second-cycle courses and study programmes
- i) Distance education
- j) Contract education

4.2 Third-cycle courses and study programmes

- a) Scope and content of the teaching experience
- b) Supervision at the doctoral level
- c) Course coordination
- d) Teaching cooperation
- e) Course development

4.3 Teaching experience outside higher education institutions

For example, teaching experience from upper-secondary school or other forms of education.

4.4 Internationalisation

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

5. Educational leadership

Course coordinator, programme coordinator, director of studies, project management, teaching staff coordinator, project manager of projects within teaching and learning, other leadership assignments within teaching.

6. Courses on teaching and learning

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

7. Peer-to-peer knowledge sharing

Publication and/or participation in conferences which involve teaching and learning practice or educational development within higher education.

8. Teaching material

9. Collaboration

10. Teaching awards

11. References

- a) Provide contact information for two persons with good knowledge of your teaching achievements, who upon request may provide references.
- b) Provide contact information for the student union administration at the higher education institution where you are active, to which student representatives in preparation/decision-making bodies may turn for references.

12. Other

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