Developing a Scholarly Teaching Portfolio

Session 1

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Today’s focus

• What is a teaching portfolio?
  ➢ Purpose
  ➢ Structure

• Good teaching

• The teaching philosophy statement

• Recommended: follow-up sessions (session 2 and 3) will focus on own teaching philosophy statement and on evidence
What is a Teaching Portfolio?

In your view:

• What is a teaching portfolio?
• What is the purpose of a teaching portfolio?
• What are some of the challenges you have faced in putting together your teaching portfolio?
What is a Teaching Portfolio?

• Widely used for the purpose of:

  1. documenting and evaluating teaching achievement (Olsson & Roxå, 2013; Olsson et al., 2010): makes an argument—consists of a narrative

  2. documenting personal growth (Van Tartwijk et al, 2007)

• Representations of practice:

  ➢ Teachers analyse and reflect on selected examples from their teaching practice, supported by concrete evidence: authentic documents and testimonies

  ➢ Sharing: going public with teaching – as we always do in research – could help us learn from each other
Engagement with key ideas in education; underpinned by literature: essential for promotion based on teaching achievement.

(Trevitt, Stocks, & Quinlan, 2012)

representations of practice

integration — linkage between the first three elements

sufficient breadth to include multiple aspects of teaching practice, e.g. course design, teaching, assessment

reflective commentary — an autobiographical/autoethnographic aspect that takes an inquiring and critical stance
1. Context:
Teaching CV & Academic background
Discipline, teaching responsibilities

2. Teaching philosophy statement (1-2 pp.)
Key beliefs, goals, strategies/approaches, impact, plans

3. Evidence (ca.8-12 pp.)
Analysis of selected & concrete examples from actual practice to illustrate approaches to teaching, e.g.:
Reflective case narratives to illustrate achievement and growth
Future goals & plans
References/citations list

4. Appendices
Documentation of evidence

Reflective portfolio text (10-15 pp., excl. Context + Appendices) highlights achievements and growth: your narrative
<table>
<thead>
<tr>
<th>Sections</th>
<th>Description</th>
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<tbody>
<tr>
<td>Table of contents</td>
<td>List of teaching portfolio sections with page numbers of which they can be found</td>
</tr>
<tr>
<td><strong>1</strong> Context: academic background and/or teaching CV</td>
<td>1-2 page summary of disciplinary background, including own education as well as teaching and research experience and key achievements; details of courses currently and recently taught as well as supervisory roles</td>
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<tr>
<td><strong>2</strong> Teaching philosophy (start of page count)</td>
<td>1-2 page statement: context, your teaching beliefs, goals, strategies you use as part of your approach to meet goals, future goals</td>
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<tr>
<td><strong>3</strong> Evidence: approach to teaching and learning</td>
<td>2-3 page critical narrative (x2 or x3) with concrete examples from your teaching practice, which builds on your teaching philosophy to include:</td>
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<td>E.g. 2 or 3 reflective case narratives on a critical incident or teaching episode</td>
<td>• Why did you develop your teaching practice, including supervision, leadership and others?</td>
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<tr>
<td>• Introduction/background to incident/episode</td>
<td>• How did you develop your teaching practice, including supervision, leadership and others?</td>
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<tr>
<td>• Observation – What was the challenge?</td>
<td>• How has your teaching practice had an impact on students’ learning? On colleagues? On the institution? Nationally or internationally?</td>
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<tr>
<td>• Theory – What is the T&amp;L framework to inform this investigation?</td>
<td>• How do you plan to continue growing and improving your future practice?</td>
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<td>• Plan &amp; practice – What is the investigation/intervention?</td>
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<td>• Impact – Did it work? How did it work for you?</td>
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<tr>
<td><strong>Conclusion + future goals and plans</strong></td>
<td>1-2 page summary of key points made, plus overview of short-term and long-term plans to develop your teaching practice and your students’ learning follow up on work in progress</td>
</tr>
<tr>
<td>References</td>
<td>1 page reference of your citations</td>
</tr>
<tr>
<td><strong>4</strong> Appendices</td>
<td>Complete documentation to provide supporting evidence as to your approach, and your impact through that approach: professional activities (e.g. course outlines and other materials you have produced, examples of student work, attendance of pedagogical courses); indirect and/or direct measures of student learning (e.g. student feedback / course evaluations); peer recognition (e.g. peer reviews, conference presentations or publications, etc.) for claims made in your portfolio</td>
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Table 1: Sample structure of a teaching portfolio
Good Teaching

• Given that one key function of a teaching portfolio is to document achievement, we need to reflect on what ‘good teaching’ might be.

• What does the literature tell us about good teaching?
Biggs & Constructive Alignment

1. Biggs distinguishes between ‘academic Susan’ and ‘non-academic Robert’ (pp.57-63).
   - What is the argument that allows Biggs to make this distinction?
   - How does this distinction relate to your own experience of student learning in your discipline?

2. According to Biggs, “education is about conceptual change, not just the acquisition of information” (p.60).
   - How does this idea relate to your understanding of student learning?
   - For Biggs, how does this idea relate to good teaching (and the three ‘levels’ of teaching that he discusses)?

Biggs (1999)
Hattie & Visible Learning

1. Expert teachers can identify the most important ways in which to represent the subject that they teach
2. Expert teachers are proficient at creating an optimal classroom climate (environment) for learning
3. Expert teachers monitor learning and provide feedback
4. Expert teachers believe that all students can reach the success criteria
5. Expert teachers influence surface and deep student outcomes

Hattie (2012)
Criteria for Good Teaching

As a teacher, I need to be able to demonstrate:

1. teaching practice that is focused on student learning;

2. appropriate levels of expertise in the discipline, in teaching the discipline, and in integrating the two;

3. engagement in continuous development as a teacher;

4. reflection on practice informed by relevant theory;

5. nurturing of a supportive culture by sharing my teaching practice, thereby developing educational leadership.
Components of a Teaching Philosophy

‘Thesis statement’ of the teaching portfolio provides brief context and key principles

1. Beliefs — 2-3 key principles that form the basis of your practice
2. Goals — what you try to achieve in your teaching
3. Strategies— how you achieve your goals
4. Impact — what effect your practice has on student learning and beyond
Example of Teaching Portfolio

- Refer to Table 1 (handout) to see how this writer structures his portfolio.

- Rubric: teaching philosophy statements
  - Focus on the opening part of the portfolio (pp. 1-7) and evaluate it by using the rubric.
  - Provide an overall score for each criterion and a total.
  - Discuss your evaluation with that of a colleague.
Drafting your own Teaching Philosophy Statement

To draft your own 1-2 pp. teaching philosophy statement:

1. Write down your 2-3 key beliefs about teaching and learning.
2. Describe your current and future learning and teaching goals.
3. Highlight the main strategies that you use to attain each of these goals.
4. Highlight as well as the impact you think you have had.
Sources of Evidence

• The teaching portfolio needs to demonstrate the beliefs by integrating concrete examples from practice: evidence **analysed**.

• For next time …
  - Bring draft teaching philosophy statement (& materials from today’s session).
  - Next session will focus on your teaching philosophy statements and start considering evidence.