

# Introduction to Developing a Scholarly Teaching Portfolio

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# Outline of the workshop . . .

The teaching portfolio

Assessment criteria

Example Portfolios

Discussion

biases

tentative model

narratives – critical events

authenticity



# The teaching portfolio

The **teaching portfolio** is a very important document



- Widely used to document and assess teaching quality

Olsson & Roxå (2013); Olsson et al. (2010)

- Teachers analyse and reflect on selected examples from their teaching practice, supported by authentic documents and testimonies
- Going public with teaching – as we always do in research – could help us learn from each other



# Problems and possibilities when teachers write their teaching portfolios

Your portfolio should be noticed and believed . . .

- the actual teaching practice
- description and analysis of the teaching practice
- evidence (artefacts from teaching and learning)



To be **concrete** in the portfolio is of fundamental importance . . .

a teaching portfolio is about your teaching and your students' learning – it is not an essay about teaching and student learning

- your ideas about concretion?
- implications for portfolio writing?



# Significant teaching and learning situations ...

- What happened?
- What was positive / problematic?
- Why?
- How do we know this?
- How will this influence your teaching in the future?



Action	Consequences	Results
<i>My view on education is ...</i>	<i>... and therefore I do...</i>	<i>... which has resulted in...</i>
<i>I participated in a pedagogical course ...</i>	<i>... which made me change my practise in the following way...</i>	<i>... which in turn has resulted in clearer student understanding of ...</i>
<i>I analysed the learning outcome of last years course (frustration..)...</i>	<i>... which made me change the structure of the exercises as follows ...</i>	<i>... reports now reveal better understanding and abilities in ...</i>

after Apelgren & Giertz (2001)

# Pedagogical content knowledge

Discipline specific examples, analogies, explanations

Discipline specific learning hurdles

Useful learning pathways

Patterns of disciplines

Reflective  
portfolio text including  
your teaching philosophy



selected examples from the  
actual practice

# The structure of a teaching portfolio

- Brief **teaching biography** (educational cv)
- Teaching **philosophy (scholarly reflection)** including references to relevant literature)
- **Concrete** (integrated with the philosophy) **examples** from the **teaching practice** (a representative selection)
  - Why did you develop your teaching/supervision/leadership/... practice?
  - How did you develop your teaching/supervision/leadership/... practice?
  - Discussions of student learning results
- Supporting **documentation**

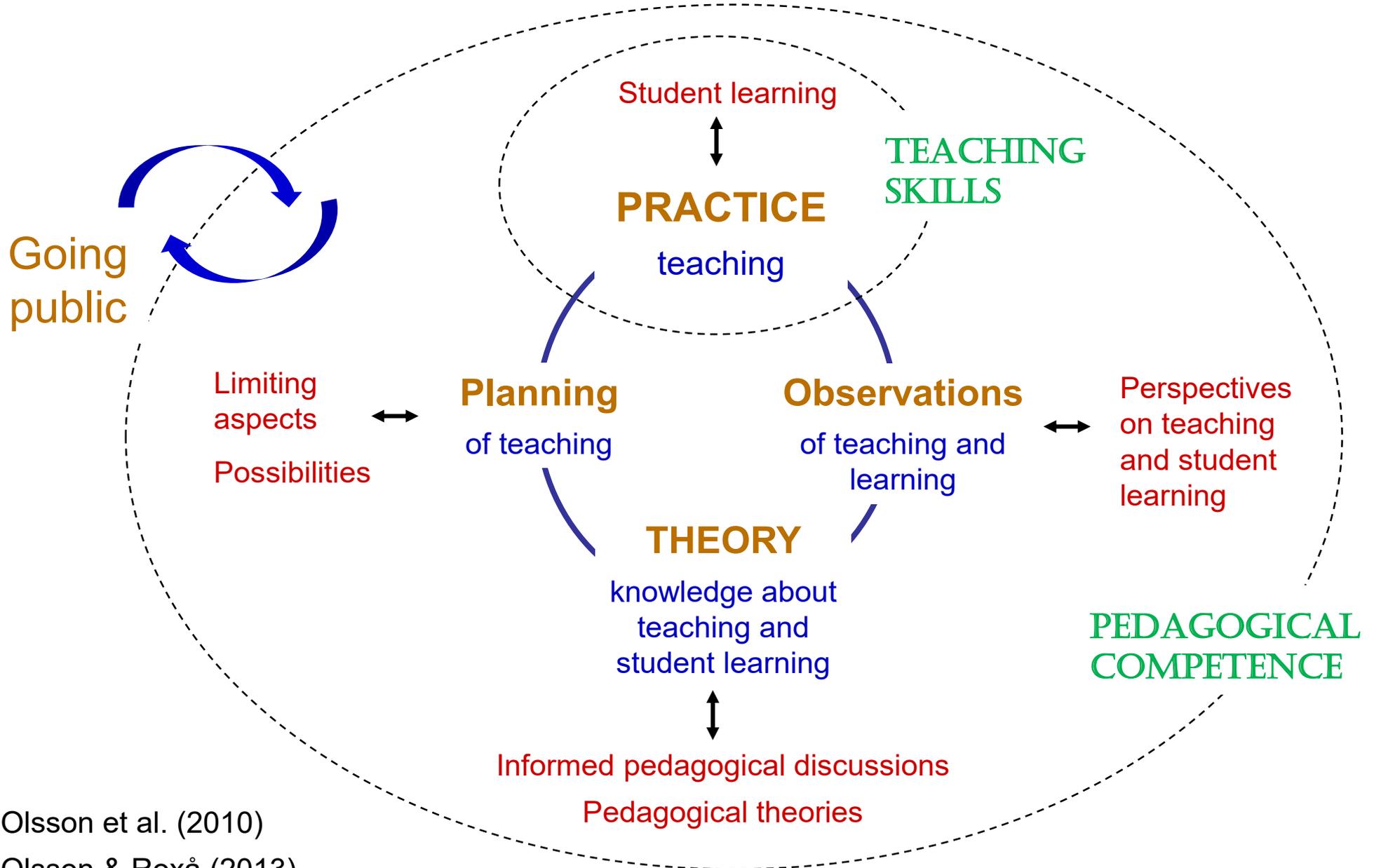
What constitutes excellence in university teaching?

How can we assess university teaching?

*Discuss in groups . . .*



# Teaching excellence – a model



Olsson et al. (2010)

Olsson & Roxå (2013)

# Assessment criteria

## 1 A clear focus on students' and PhD-students' learning

- A teaching practice based on a learning perspective
- An integrated relation between theory and practice
- A practice based on a sound relation to students

## 2 Subject knowledge – a developed ability to incorporate the discipline in a teaching and learning context

- Use of developed strategies to support students' work towards an increasingly complex and useful knowledge
- Subject content and teaching methods are related to the courses and objectives of the curriculum

### 3 A clear professional development as a teacher over time

- An effort to, over time, consciously and systematically develop students' learning
- Credible ideas and concrete plans for continued development

### 4 A scholarly approach to teaching and learning

- A reflection on practice based on educational theory relevant for the discipline
- A search for and creation of knowledge about student learning in the discipline
- An effort to make findings public with a purpose of collaboration and interaction

# Three portfolios from Lund University

- Food Technology
- Risk Management and Societal Safety
- Industrial Design

## The **format** of the portfolio texts

Look for interesting **similarities** and **differences**

## **Assessing** the portfolio texts

Investigate with respect to which of the criteria each portfolio is **strongest** – and **weakest**

Use the ten criteria from Lund University



# Struggling portfolio-writers

- Philosophy detached from teaching practice
- Active, possibly successful change of teaching practice without well established arguments for this change
- Not accepting that the teaching practice might need to be developed (not only the portfolio text)
- No future visions
- No observations
- Not including doctoral supervision and teaching

# Portfolio and assessment biases

too much focus on quantity

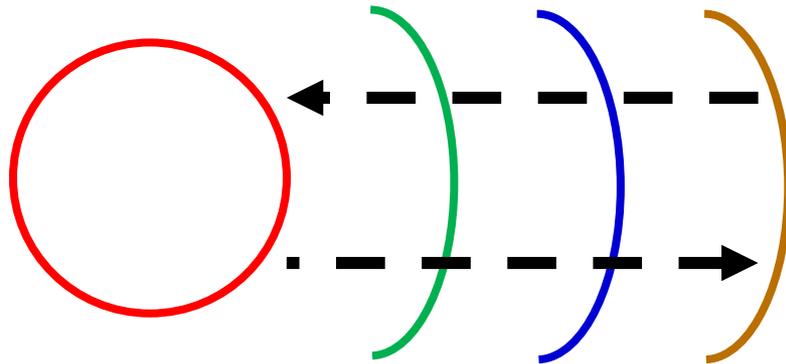
too much focus on theory

too much focus on practice



# A tentative model

based on Trigwell (2001)



Students' approaches while learning the discipline

Teachers' work with students

Actual teaching activities

Departmental and programme work; pedagogical leadership etc.





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