Developing a Teaching Portfolio: Towards Understanding Good Teaching

A/P Johan Geertsema & Dr Mark Gan
Sessions on developing a teaching portfolio

Three independent, but interconnected sessions:

1. “Towards Understanding Good Teaching” (today)

2. “From Beliefs and Goals to a Teaching Philosophy Statement” (13 March 2019)

3. “From Assessment to Impact Narratives and Evidence” (10 April 2019)
What is good practice in university teaching?

- In your view, what are three core values that underpin the criteria for good university teaching?
The following evidence-informed frameworks informed the development of the criteria for good teaching:

- Australian University Teaching Criteria and Standards Framework: http://uniteachingcriteria.edu.au
<table>
<thead>
<tr>
<th>Sections of teaching portfolio</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of contents</td>
<td>List of sections with page numbers</td>
</tr>
<tr>
<td>Curriculum vitae</td>
<td>Details of qualifications, positions, and experience</td>
</tr>
<tr>
<td>Preface</td>
<td>The <em>preface</em> (maximum 300 words) makes the case for your promotion/award/other purpose. This should be a highly distilled summary of your key contributions to student learning and educational leadership, guided by your teaching philosophy.</td>
</tr>
<tr>
<td>Teaching statement</td>
<td>A <em>teaching statement</em> (maximum 3,000 words) is a narrative that articulates your educational contribution across multiple dimensions and roles. It should make a case for your educational standing and reputation in your discipline in relation to your teaching practice and leadership. The following is a recommended structure for the narrative:</td>
</tr>
<tr>
<td></td>
<td>• <em>Teaching philosophy (300-600 words)</em>: Self-reflective statement about your teaching philosophy: beliefs, goals, and strategies</td>
</tr>
<tr>
<td></td>
<td>• <em>Two to three impact narratives (300-600 words each)</em>: As a whole, the impact narratives should provide evidence of a range of educational activities and accomplishments that focus on the themes of <em>teaching practice</em> and <em>educational leadership.</em></td>
</tr>
<tr>
<td></td>
<td><strong>Teaching practice:</strong> Building on your teaching philosophy statement, each narrative with a focus on your teaching practice should demonstrate how you impact student learning experience and outcomes.</td>
</tr>
<tr>
<td></td>
<td><strong>Educational leadership:</strong> Building on your teaching philosophy statement, each narrative with a focus on educational leadership should demonstrate how you influence peers and the community.</td>
</tr>
<tr>
<td></td>
<td>• <em>Conclusion and future goals and plans (300 words):</em> Summary of key points made, plus overview of short-term and long-term plans to develop your teaching, your positive impact on students’ learning, and your influence through educational leadership</td>
</tr>
<tr>
<td>References</td>
<td>Include list of relevant sources referenced, if applicable.</td>
</tr>
<tr>
<td>Optional Appendices</td>
<td>1. Two sets of student feedback reports from current institution (one set based on the highest scoring module and one set based on the lowest scoring module), if applicable.</td>
</tr>
<tr>
<td></td>
<td>2. Sample module outlines, samples of teaching-learning materials, assessment tasks, and other relevant items that lend support to the argument you have offered in your teaching statement.</td>
</tr>
</tbody>
</table>

**Table 1: Suggested format of a teaching portfolio**
How does one go about putting together a teaching portfolio?

- If a teaching portfolio makes a case for good university teaching, then it is necessary to develop a clear understanding of:
  - Not only ‘good university teaching’, but also ... how your teaching practice and educational leadership connect with it.
  - Hence: need to describe, reflect on / ‘unpack’ practice, where possible with reference to the criteria for good university teaching.
Taking stock:
WHAT do you teach?

Focus on the EDUCATIONAL ACTIVITIES/RESPONSIBILITIES block.

• *What* are your teaching and leadership responsibilities? Include: courses, modules, year/level of students, other education-related roles.

• *How do they connect with good practice?*
Taking stock: HOW do you teach?

Focus on the EDUCATIONAL STRATEGIES block.

• What form do your teaching & leadership take?
• What do you do to foster student learning?
• How do your strategies elicit student learning?
• How do they connect with good practice?
Taking stock: WHY do you use these teaching strategies?

Focus on the EDUCATIONAL VALUES & GOALS blocks.

• What do you hope to achieve with your teaching? Why do you want to achieve these things?

• How do you go about planning your teaching? What is your rationale for using particular strategies?

• *How do they connect with good practice?*
Components of a Teaching Philosophy

A self-reflective statement about your values/beliefs, goals, and strategies—sets the stage for demonstrating your impact

1. **Values / beliefs** — 2-3 key principles that form the basis of your teaching practice and educational leadership
2. **Goals** — what you try to achieve in your teaching
3. **Strategies**— how you achieve your goals