

Instructions for Teaching Portfolio, Dalarna University

Introduction

A teaching portfolio is used to highlight teaching expertise and provides the basis for an assessment of teaching expertise in higher education. Teaching expertise refers to the quality of the applicant's work as a teacher and can be described as follows:

Teaching expertise is characterised by a sound ability, in light of outcomes and a set framework, to plan, deliver, and continuously develop high-quality education and teaching with students' active learning at its foundation. This requires deep, broad, and up-to-date knowledge of teaching and learning in higher education and subject didactics in the subject in question. Teaching expertise includes aspects such as teaching, supervision, assessment, course handbook design, informed choices of physical and digital learning environments, accessibility, inclusion, teacher's planning, course development, educational leadership, and the dissemination of knowledge and sharing of experiences. Teaching expertise also includes the ability to connect teaching to research in the subject in question as well as a reflective and critical approach to teaching, student learning, and educational development.

Important to the assessment of teaching expertise is the applicant's critically reflective stance in work that is systematic and research-based as a means to develop their teaching and promote student learning. An important perspective is how the applicant actively contributes to the exchange of experiences in collegial discussions at the university, nationally and internationally, which is often referred to as "Scholarship of Teaching and Learning" (SoTL).

Instructions for the Teaching Portfolio

The teaching portfolio consists of a main text and appendices. The content of the main text must be easy to follow and must have a clear structure that incorporates the headings given in the instructions below. The information that the expert reviewer needs for their assessment must be included in the main text of the teaching portfolio. The main text must reference the appendices, where additional, detailed information substantiates what the main text says. Examples of appendices are certificates, grades, details about teaching hours, and tables. The appendices are placed in the respective "box" according to the instructions below. Unlike with, for example, a CV, the main text in the teaching portfolio is to be written in complete sentences/paragraphs. To demonstrate their teaching expertise, applicants who have extensive experience as teachers are to select their most significant credentials.

It must be possible to assess the portfolio: that is to say, the expert reviewer must be able to assess the applicant's expertise as a teacher from a review of the teaching portfolio. This

requires detailed and in-depth descriptions of **what** is being described, **how** the educational duties were performed, **why** the methods were chosen, and **what results** were achieved. The applicant should provide reasons for their choice of approach and method with reference to educational theories, literature on teaching and learning in higher education, research, and proven experience^{1,2} The applicant who has extensive teaching experience is to demonstrate developments in this area by providing a teaching portfolio that is up-to-date and current.

Below is a list of the headings to be used in the main text of the teaching portfolio and instructions for what must be provided under each heading. It is important that the numbering and formulation of the headings are followed; however, it may be the case that not all headings are relevant for all applicants. If that is the case, a heading can be omitted; however, the numbering of the headings must still be used. To make it easier for the reader, subheadings should be used.

The main text should not exceed 10-12 pages, excluding references and appendices.

1. Short Presentation

The purpose of the presentation is to give the expert reviewer an overview of you and your teaching assignments. Briefly describe in a coherent text how you began teaching and summarise your previous educational duties and roles. If you have extensive experience, choose the most significant and highlight this. Also, provide a brief overview of your current educational role(s) and briefly describe your current duties within education and teaching.

2. Higher Education

2 a. Subject Specialisation

Briefly describe your university degrees: focus on the programmes that are particularly relevant to your current educational duties.

Appendices - Box A

A detailed account of each degree and of courses: subject, course title, course code, level, higher education institution, year, number of credits, etc. Put in Box A.

2 b. Pedagogical Specialisation

In the first instance, give a brief account of the training you have received that qualifies you to teach in higher education as well as any other training in teaching and learning in higher education, such as training to be a doctoral student supervisor. Thereafter, include other teacher training – provided that it is relevant to your educational duties in higher education, such as teacher education, leadership training, etc.

Appendices - Box B

¹ Experience that has been gained over a long period and that has been systematically documented and evaluated.

² With applications for positions such as *lecturer* and *adjunct lecturer*, there are fewer demands when it comes to references.

A detailed account of each degree and of courses: subject, course title, course code, level, higher education institution, year, number of credits or equivalent in number of weeks, etc. Put this in Box B.

3. Experience of Teaching and Supervision in Higher Education

3 a. Teaching at first cycle, second cycle, third cycle and in further education

In brief, describe the courses at the above levels that you have been involved with. State which roles you had (e.g., teacher, course coordinator, examiner). In brief, describe your work in these areas: course planning, forms of teaching (campus, network, blended, hybrid, hyflex), teaching methods, and forms of assessment (those you have experience with); provide examples of the experience you have gained. If you have extensive experience, try to focus on examples from the last five to ten years.

Appendices - Box C

A detailed account of each course: subject, course name, course code, level, higher education institution, year, number of credits, number of students, etc. Put this in Box C.

3 b. Supervision – at first cycle, second cycle, and third cycle, or equivalent

Summarise how many theses and degree projects or equivalent at these levels that you have been the supervisor for or examiner of. Also state what role you have had as a supervisor: that is to say, whether you had full or shared responsibility.

Appendices - Box D

Provide a detailed account of supervision duties: subject, level, higher education institution, number of credits, role, name of the work, name of the student, and the name of the examiner. Put this as an appendix in Box D.

4. Your Teaching Activities – Description, Reflection, and Development

In this section, describe and reflect on how you approach your teaching assignments with thought to such factors as time for preparation, physical and digital learning environments, number of students, etc. Write about your knowledge about teaching, your view on knowledge and student learning, and how you apply these in your teaching and/or supervision. Your description should also show your development from three time perspectives: 1) a brief description of how you began your teaching career in higher education, 2) a main focus on your current teaching assignments, and 3) wishes and ambitions for how you want to develop your teaching to support students' learning in the future. Provide one or more examples of how your training in teaching and learning in higher education (if you have any) has contributed to your development as a teacher.

To show how you apply your teaching skills and your view of knowledge and student learning, you should provide two to three concrete examples from your teaching. Describe these examples in detail and in-depth, and reflect on **what** you work with, **how** you teach or supervise, and **what results** you have achieved. For example, you can describe how you planned, taught, evaluated, and revised a course based on the intended learning outcomes in

the course syllabus. You can also choose a specific component from a course or a specific example from your teaching (for example, a lab, a seminar, or a lecture) and describe in detail your work related to that. According to the Higher Education Act, higher education must be based on scholarship or artistic practice and proven experience. You must therefore also justify **why** you chose the methods and working methods you describe. Use references to theories, literature on teaching and learning in higher education, research, and proven experience when you explain your choices.³

Reflect on what went well and what went less well, and the reasons for this. Also, describe how you have made changes or plan to make improvements for next time based on, for example, students' course evaluations.

Your descriptions should demonstrate how you adapt your teaching and/or supervision according to the student group, how you work according to the core values of higher education, and how you make informed choices and take accessibility aspects and inclusion into account when you work with physical and digital learning environments. Also, describe how these environments can change the conditions/requirements for students' learning.

Appendices - Box E

Add certificates/documents from the head of department or programme director etc. that substantiate your ability to support students' learning and to adapt teaching/supervision according to the situation as an appendix in Box E.

5. Experience in Educational Leadership, Development, and Administration

Briefly describe the assignments you have had as an educational leader: for example, course coordinator, programme director, subject representative, main field of study representative, faculty member, head of unit, head of division, head of faculty, deputy head of faculty, director of studies. Focus on describing in detail your role and work in management, development, collaboration, and administration. Describe in a reflective way **what** you have developed, the **results** of your work, and also **why** you chose to work as you did. Here, you can also talk about educational development work with colleagues and development projects.

Appendices - Box F

Add a detailed account of the assignments you have had, including scope, time, the nature of the assignments, what you contributed, etc. as an appendix in Box F.

6. Experience in the Development of Teaching Materials and Other Resources for Student Learning

Describe the resources you have developed to promote student learning. Describe why your resources are needed, what function they have in relation to existing resources and what extent you have contributed to their development. Justify your views on education in terms of

³ With applications for positions such as *lecturer* and *adjunct lecturer*, there are fewer demands when it comes to references.

the development of resources, starting with the didactic questions **what, how, and why**. If you know the results of the use of the resources you developed and the contexts in which they have been used, include this information.

Appendices - Box G

Add a detailed account for each resource (subject, level, year, scope, web link) or the resources themselves as appendices in Box G.

7. Dissemination of Research and Knowledge with a Specialisation in Teaching and Learning in Higher Education

Write a summary of your advanced literature reviews, research and/or specialisation in teaching and learning in higher education. You can also talk about your involvement in the dissemination of knowledge, exchange of experiences, teacher exchanges, conferences, and seminars (local, national, and international).

Appendices - Box H

Add a detailed description of your documentation, reports, literature reviews, conference papers, scholarly papers/articles, artistic and scholarly papers with a focus on teaching and learning in higher education, etc. as an appendix in Box H.

8. Collaboration Experience

Summarise your experiences with collaboration in relation to education and research with external parties where you shared information about university activities and worked to ensure that research results were put to good use: for example, contract education, information about research and education, collaborative projects between the university, companies, and organisations, and the dissemination of knowledge in society at large in the form of festivals, popular science publications or presentations.

Appendices - Box I

Add a detailed account of the context, your collaborative partners, your role, your contribution, the scope/time span, etc. as an appendix in Box I.

9. Other Teaching Credentials

Present any other teaching credentials, such as educational awards and prizes, that you consider relevant to your teaching in higher education. Explain why they are relevant and the way they have contributed to your teaching in higher education.

Appendices - Box J

Add a detailed account in the form of a summary, certification, or similar as an appendix in Box J.

Appendices in the Boxes

We recommend that you number the appendices with the letter of the box first and then with sequential numbering: for example, A-1, A-2, A-3, etc. If there are a lot of appendices in a box, you may want to provide a table of contents as this will help the expert reviewer gain a better overview. In the table of contents, you can include a brief description: for example:

B-1 Course in teaching and learning in higher education

B-2 Doctoral student supervisor training

B-3 Teaching certification

So that the expert reviewer can readily find a specific appendix, it is a good idea to name the files with the letter of the box, sequential numbering, and a short description.

Boxes with a Description of Content

- A. Higher education – subject specialisation.
- B. Higher education – pedagogical specialisation.
- C. Experience of teaching in higher education – at first cycle, second cycle, and third cycle and in further education.
- D. Experience of supervision in higher education – at first cycle, second cycle, and third cycle, or equivalent.
- E. Certification/documentation of teaching expertise from the head of department, programme director, etc.
- F. Experience in educational leadership, development, and administration.
- G. Experience in the development of teaching materials and other resources for student learning.
- H. Dissemination of research and knowledge with a specialisation in teaching and learning in higher education.
- I. Collaboration experience.
- J. Other teaching credentials.