

# Teaching portfolio/evidence discussion 2014



# Macro, summative purposes

All over the world HEIs are being asked to be more **accountable** for the **quality** of teaching and learning.

Many institutions have chosen the portfolio as means of

- Documenting ‘good’ teaching
- Demonstrating commitment to teaching and learning
- Demonstrating valuing of teaching and learning as much as research



# Micro, individual teacher

Reflecting on and documenting the process of becoming a good teacher in your specific context

Tension between macro and micro purposes?/Quality assurance and quality development

Two types of portfolios emerging

“One emphasises the portfolio as a file, box, or dossier that portrays ‘best’ work, defined as ideal, flawless performance. The second sees the portfolio as an explanation **and argument related to tough teaching challenges and goals that reflect experimentation, failures and successes ... [It] includes ... pedagogical reasoning – the ‘thinking behind’ the teaching performance”** (Braskamp & Ory 1994)





“Master teachers are not born; they *become*. They become primarily by developing a habit of mind, a way of looking critically at the work they do; by developing the courage to recognise faults, and by struggling to improve”

(Common 1989:385 in Leibowitz et al 2009:258)

“... promoting a teaching and learning culture”  
(pg 4) at RU

# Purposes at Rhodes

- Probationary requirements
- Personal promotion: “constructing an argument & evidence for competence in the area of teaching” (pg 3)

The two processes are aligned: similar criteria & similar assessment processes

# My advice

- **Probation:** start collecting 'evidence' from the beginning; use all work done for the Assessors' Course (PG Dip (Higher Education))

- **Promotion:** Begin by studying the Policy & Procedures for Promotion (63 pages!) and deciding exactly what you are aiming for

<http://www.ru.ac.za/humanresources/academicstaff/recognitionandreward/personalpromotion/>

- **BOTH:** Begin with the **criteria** (Appendices in Brief Guide)

# In the portfolio you need to

Build an argument for:

- your development as a teacher in HE and
- for the quality of your teaching

So you have to provide evidence for the claims you make

# Key areas that need to be addressed

1. Teaching practice
2. Scholarly teaching and learning
3. Curriculum practice
4. Leadership



**Evidence**

# A suggested structure for a teaching portfolio

This is **what** I do

This is **how** I do it



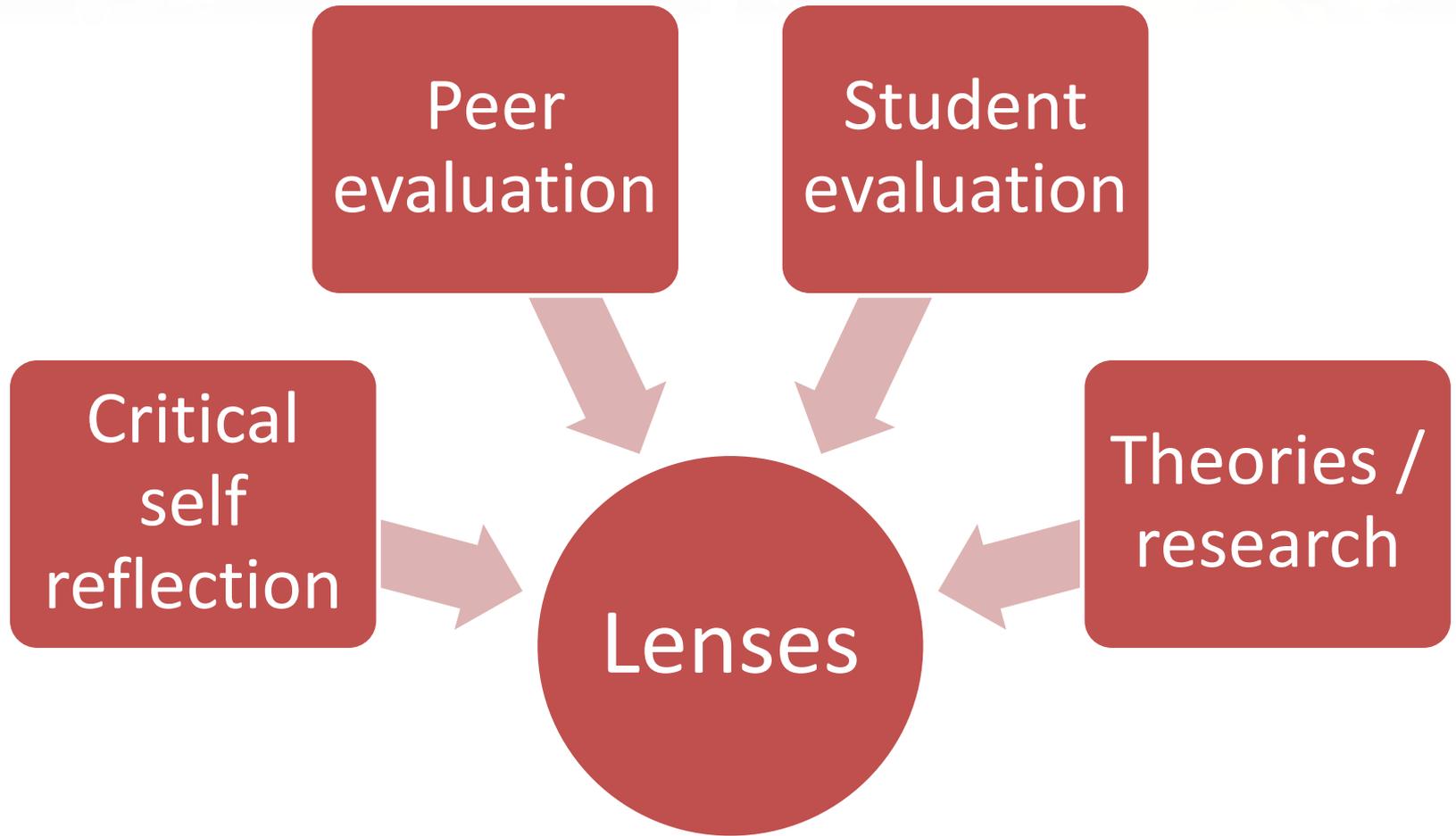
This is **WHY** I do what I do



This is how **others** experience what I do/how I know what I do is valid



This is how I will **change** what I do/believe in the light of how others experience my work



# 1. Teaching practice

An explanation of *what you teach* and *how you teach it*

- Explain your choices
- Postgraduate supervision is also teaching
- Respond to diverse student body/changing HE context
- Disciplinary knowledge/inducting students
- Assessment practices
- Evidence for claims:
  - Examples
  - Student and peer feedback (and your responses )

# 2. Scholarly teaching and learning

*Why you teach the way you teach* (focus on your discipline)

- Teaching philosophy (theory)
- Coherence between theory & practice
- Evidence for claims
  - Qualifications/courses/conferences/workshops
  - Papers/research/paper reviews
  - Student & peer feedback (coherence between what and how and why) (how you responded)
  - Concepts & theories from the HES literature

# 3. Curriculum practice

- **Examples of curriculum documentation** which demonstrate alignment of all the components
- Discussion of curriculum processes and concerns (up-to-date, diversity?)
- Evidence of assessment processes, tasks and criteria which are accountable and transparent
- **Student & peer feedback** (including external examiners' reports). **Responses to feedback**
- Evidence of regular curriculum review and rearticulation

# 4. Leadership

- Discussion of formal and/or informal leadership roles (department, faculty, discipline, university, profession)
- Mentorship
- **Feedback and how you have responded**

# Keep in mind ...

## A portfolio should be

- Informative and well-organised Selective (cover all the main areas of practice) but not be exhaustive (detail vs highlights)
- Readable and therefore concise (signposts)
- Made up of material that is relevant and has been meaningfully interpreted
- Current
- Valid, authentic (believable), frank and open

# Keep in mind ....

- The importance of the introduction
- Everyone's portfolio will be different
- Disciplinary differences (link between research and teaching?)
- A portfolio is a dynamic document
- 'Picture' of you as a professional educator
- Needs of your reader



# Processes

- All portfolios are submitted to HR Rm 224 for Ntosh Gongga's attention
- Two hardcopies in sealed envelopes (box?) & an electronic copy if possible
- Probation: Two months notice to Ntosh Gongqa in HR
- Promotion: **12 noon 9 June 2014**
- Two faculty assessors nominated by relevant dean; collaborate to write one report
- Probation: report send to candidate & HoD
- Promotion purposes: report sent to the Dean of T & L and then the candidate for inclusion with promotion documents  
Candidates may write a response to the assessors' report for inclusion in promotion documentation (due **10 July 2014**)

# The teaching portfolio as argument

(Lang & Bain 1997)

## Title page

## Table of contents

### Thesis/ statement of teaching philosophy

- What do you expect your students to do intellectually as a result of taking the course?
  - How do you help them acquire those abilities?

### Evidence

- Demonstration of worth of course objectives
- Strategies used to communicate those objectives & help students attain them
  - Means used to evaluate students progress towards those objectives
  - Efforts taken to evaluate and improve effectiveness of these areas

### Analysis

### Conclusion

- Summary of the argument
- Suggestions for future directions for further developing teaching and learning



# The reflective teaching portfolio

(Millis 1995)

## Title page

## Table of contents

## Reflective heart

With

- a) commentary not necessarily linked to appendices, such as a statement of teaching responsibilities, a teaching philosophy statement and a discussion of future goals and plans
- b) Commentary linked to each supporting appendix containing material such as syllabi, student evaluations, student work examples or classroom evaluations

## List of appendices

(annotated)

## Tabbed appendices

Containing supporting documents



## Education Department lecturer

- Introduction
- What I teach
  - Bachelor of Education Educational computing
  - Master of Education (Computer Literacy) etc.....
- How I teach
  - Eliciting expectations
  - Assessing their prior learning
    - Eliciting feedback
- Providing an overview of the outcomes of the session
  - Structuring group activities
  - Why I teach the way I do
    - Why I elicit expectations
    - Why I assess prior learning
    - Why I elicit feedback
  - Why I provide an overview of the outcomes...
    - Why I structure group activities



# Cont ....

- Why I alter the course the way I do
- How others experience my teaching
- My reflections on my teaching and future goals
  - References
  - Appendices
- On-Line study guide: BEd Educational Computing 2002
- Assessment of prior learning: MEd Computer Literacy
  - Welcoming sheet: BEd Educational Computing
    - Pre-course questionnaire: BEd
      - Evaluation data: MEd
      - Evaluation data: Bed
      - Peer review: MEd
    - External examiners report: BEd
      - Final exam: BEd

# A portfolio might contain

(University of Texas)

- A statement of teaching philosophy or goals
- Summary of the roles & responsibilities one has adopted as an expression of those goals
- Summary of teaching methods, strategies and teaching environments employed towards meeting those goals
- Feedback/evidence from students
- Feedback evidence from peers
- Feedback evidence from others (administrators, alumni, external examiners)
- Reflection on feedback including self-reflection
- Documentation of improvement towards one's stated goals
- Samples of work or products of teaching, interpreted and analysed to show student learning or aspects of the learning environment
- Habits of self-assessment & improvement



# A portfolio might contain cont ...

- Personal goals or objectives for the next several years
- Evidence of discussion of professional development, including professional education-related activities, teaching-related service, research, innovation, publications & grants
- Recognition of teaching achievements, including awards, published papers & invited presentations
- An index of further evidence or archive of materials.

<http://sunconference.utep.edu/CETaL/resources/portfolios/intro.htm>

Accessed 2.10.10

# Questions you could ask yourself to ‘get started’ on building your portfolio

- Why do students take my course? Why do they want to become ....?
- What are the students like who take my courses?
- What is my overall purpose in teaching the course (i.e. what do I hope to achieve by my teaching?)
- How does my course fit in with the rest of the course/qualification?
- What teaching techniques and styles do I use? Why do I use them?
- How do I assess whether students are learning? Why do I assess in this way?



- Look back on your ideas in response to the questions above. Presumably you do what you do because of your beliefs about teaching and learning. What are those beliefs? In order to uncover those beliefs, think about your answers to the following questions:

- **What is knowledge?**
- **What is the purpose of higher education?**
- **How does learning happen?**
- **What is my role as a teacher in this process?**