

OUTLINE FOR COMPILING YOUR TEACHING PORTFOLIO

The teaching portfolio documents, presents and evaluates your professional teaching competence from different perspectives. It is a document describing your competencies, experience and professional development in teaching. The narrative and reflective text is supported by carefully selected evidence as appendices.

The teaching portfolio supports the application for a position or promotion on the tenure or lecturer track at Aalto University. It is an official document providing a description of the teaching experience, teaching approach and accomplishments of the candidate in relation to the position applied for. You are recommended to compile the portfolio in accordance with this outline.

Teaching competence is assessed by an assessment committee at each Aalto school. The assessment of teaching competence is a comprehensive review based on the experience and merits presented in the teaching portfolio, the teaching demonstration or evaluation of an authentic teaching situation, and an interview concerning teaching competence.

The teaching portfolio is a collection of materials documenting your professional teaching history gathered over a period of time (=the basic portfolio). While your personal basic portfolio can have any structure or extent, the submitted portfolio should follow the main headings and structure presented below. The recommended length for the submitted portfolio is 4-7 pages of narrative text plus carefully selected appendices (appendices containing altogether 6-10 pages). Please give reasons for the inclusion of each appendix. You are responsible for documenting your relevant and genuine work experience in the teaching portfolio and making the description convincing, reliable and justified. To that end, the portfolio should be a balanced account of your accomplishments, your development over time and also the areas needing further professional development. Please note that a simple description of accomplishments is not sufficient: reflection and self-evaluation are also necessary. Furthermore, claims of excellence have to be supported by evidence. If you have a long career you can choose to present and reflect on the past 5-10 years.

Compiling a portfolio resembles writing a scientific report: it requires appropriate reference techniques, compliance with academic integrity, and providing the assessors with the possibility to check the sources. The narrative has to be reliable. It is not the portfolio that is assessed but the competence of the candidate.

In your portfolio, please describe your competence in relation to the given headings. In order to help you in writing, these guidelines include possible themes to discuss under each heading in your portfolio narrative. The suggestions are not to be considered as exhaustive, exclusive or prescriptive. Note also that the themes may overlap each other and you may refer to the other sections of the portfolio.

Structure and sections of the teaching portfolio

Include a cover page with your name and date, and the purpose of the teaching portfolio. Include contact information and your highest degree obtained.

Add a table of contents with page numbers, including a list of appendices.

When seeking tenure or promotion, provide also a summary within each section how you have developed your teaching competence since your appointment on the career track.

1 Teaching experience including supervision of doctoral-, master- and bachelor-level theses. Production and use of teaching and learning materials.

Describe and reflect on your experience and responsibilities in teaching and provide a description of your primary role and contribution. If you have an extensive experience in teaching and supervising, please describe how the experience-based knowledge is contributing to your teaching competence and student learning outcomes. Describe and reflect on your experience in tutoring and advising students, supervising (thesis advisor, thesis supervisor etc.) projects, productions, theses (bachelor's, master's, doctoral), and laboratory assignments etc. Describe and reflect on your substance-related teaching activities at other educational institutions nationally and internationally as well as your positions as an expert in executive education and non-university substance-related education or training. Describe and reflect on your experience in collaborating with colleagues in teaching courses/modules /programmes. Suggestion for appendix: list of teaching and supervision experience.

Reflect on your development as a teacher and supervisor.

Describe and reflect on the methods you use in teaching, guiding, supervising (/advising) and assessing learning. Describe and reflect on your production, use and development of teaching and learning materials for students including guidance hand-outs, worksheets, learning assignments, textbooks, compendia, laboratory work manuals, artistic work guidance etc. Describe your pedagogical considerations when preparing and using these materials.

2 Development of teaching including teaching philosophy and approach to teaching, experience in course and curriculum development. Experience in educational leadership.

Describe and reflect on how you have developed your teaching and courses (and/or modules, degree programme). Describe and reflect on your participation in curriculum development and give examples of how this has developed your teaching.

Describe and reflect on your beliefs, priorities and convictions about teaching and learning and how your perception affects the way you approach teaching and decide teaching and learning methods. Reflect on the development of your approach to teaching.

Explain your approach to the supervision and guidance of students: what do you regard important? Explain your principles for assessing students' learning. Give examples of your beliefs showing in your way of planning teaching as well as in your teaching, student assessment and supervision. Elaborate by giving concrete examples on the effectiveness of your approach to the students' learning process and learning outcomes.

If your teaching is based on artistic activity or industry experience, give examples its influence on your teaching and supervision.

Describe and reflect on your involvement in and contribution to developing teaching and learning (=educational development) at the level of the unit, department, school, university, or at a national or international level. The contributions may also be publications on teaching and learning or keynote or other presentations at national and international conferences on education, teaching and learning.

Describe and reflect on your involvement in and contribution to the development, implementation and/or management of teaching at the level of the programme, unit, department, school or university. Describe any leadership roles in education programmes involving local, national, international cooperation.

Describe and reflect on your contribution towards development of teaching and learning policies at the department, school or university levels. Describe and reflect on your contribution to the leadership of

bodies concerned with the development of teaching and learning at your home university, or nationally and internationally.

Describe and reflect on your activities in educational leadership, such as acting as the teacher in charge or teacher, lecturer/ professor in charge of major, teaching team leader, head of degree programme, head of department etc.

Describe and reflect on how your support and mentoring has helped junior assistants, graduate teachers, peers and colleagues develop their teaching competence.

3 Pedagogical education and studies

Describe your formal education/training and informal learning in teaching and participation in professional development in the area of developing teaching and learning. Reflect on how your engagement in pedagogical education or/and familiarity in the literature of teaching and learning has developed your teaching and student learning. Describe how you maintain and enhance your pedagogical competence.

4 Student and collegial feedback, honours and awards concerning teaching

Describe and reflect on the feedback you have received and how you have made use of it in developing your teaching over time. Present the feedback as a systematic summary that gives an overall picture of your efforts to develop your teaching; you may want to give some samples in the appendices. Describe and reflect on the recognitions of excellence in teaching you have received. Describe and reflect on any previous assessments of teaching competence and how you have developed since.

5 Describe and reflect on any other teaching merits (optional)

Include any other teaching competence or merits that do not seem to fit under the given headings.

NOTE: The ability to teach is demonstrated either in a designated teaching demonstration or during an authentic teaching session.

Further tips for compiling the teaching portfolio

In order to make the assessment reliable and fair, candidates are strongly recommended to follow the main headings given in the outline above. It is important to check for any special requirements presented by the relevant departmental or school tenure track committee or teaching assessment committee.

The style of writing is narrative and written in the first person.

Add the appendices at the end of the document, number them and refer to them in the text. Examples of appendices: list of teaching and supervision activities, courses taught and course level, supervised students and titles of their works, examples of feedback from students, peers and external partners, examples of teaching materials/hand-outs, assessment tasks, written documents related to teaching. Remember to discuss the content of the appendices in the narrative text and give reasons why you have selected this particular sample. The sample is evidence to support your claim of excellence and demonstrate your achievement in supporting student learning.

You can refer to your achievements on a website; however, it is important to note that it may not be possible for the assessment committee to view all materials. You cannot refer to a portfolio on a website, because your teaching portfolio is made for a particular application.