# Teaching portfolio

**All text in red is for information only Delete this as you complete the form**

This template is an attempt to operationalise the *University of Copenhagen Pedagogical competence profile*. Use the *University of Copenhagen Pedagogical competence profile* to remind yourself what you can/must include in your teaching portfolio. Note that the template is not compulsory. It is intended as an aid to drawing up your competence profile.

Length of teaching profile: 3 to 5 pages.

[Write your name here]
[Write your name here]

###### Contents

1. Experience/ a. Teaching experience

 Qualifications b. Teaching materials

 c. Commendations for teaching and other educational work

 d. Formal teacher training

 e. Administration and management of education programme

 f. Development and research work on education and teaching

 g. Knowledge sharing and peer supervision

If you have no content for one or more of points 1a-1g,

 just delete it/them from the list

2. Competences a. Reflection on own educational and teaching activity

 b. Specific reflections on future teaching practice

**Qualifications**

**1.a. Teaching experience**

List the courses you have held. Start with the most recent at the top.

Divide the courses into the following categories:

- Pre-graduate teaching

- Post-graduate teaching

- Other teaching

- Supervision of Bachelor’s projects, graduate theses and PhD students

- Examinations

Describe the individual courses with the following information: date, title, semester, type of teaching and language. See example below:

*- Pre-graduate teaching*

Sept. 2012 **Anatomy of the kidney**
5th semester, medicine
Lectures (2) in Danish

*- Post-graduate teaching*

2012 **Ion Channel Symposium**

 PhD course

 Lecture in English

2009 **Light Microscopy and Confocal and Fluorescence Microscopy**

 PhD course

 Practical exercises in English

**Note:** If you have been teaching intensively for many years, the list of your teaching experience will be very long and take up many pages. This is impractical. If relevant, consider whether you can condense the list of your teaching experience. For example, if you have taught the same post-graduate course four times a year for six years, you could write:

*- Post-graduate teaching*

2009-15 **Light Microscopy and Confocal and Fluorescence Microscopy**

 PhD course conducted four times a year

 Practical exercises in English

If you still need too much space, or if the number of times you have taught the course differs from year to year, you could condense the list further as follows:

*- Post-graduate teaching*

**Light Microscopy and Confocal and Fluorescence Microscopy**

PhD course, practical exercises, English, (2009(x3), 2010(x5), 2012(x4), 2015(x2))

**1.b. Teaching materials**

List the type of teaching materials you have developed over time (other than PowerPoints). Take a broad approach. Teaching materials could be videos, MCQs, books, cases, games, models and role plays. Your work on developing special teaching methods on *flipped-classroom*, for example, should be listed under point 1.f.

Note that you should not include copies of your teaching materials.

(List the *type* of teaching materials you have developed and used in your teaching).

**1.c. Commendations for teaching and other educational work**

List the commendations you have received for teaching and other educational work. These could include teaching awards, teaching assessments from educational supervisors or management, or personal assessments of your teaching. You could set up your list like this:

2012 Teacher of the year at the University of Copenhagen

**1.d. Formal pedagogical training**

**(This point corresponds to point *Training in the pedagogy of university teaching* in the *University of Copenhagen Pedagogical competence profile*)**

This point relates to teacher training and courses you have completed and relevant conferences you have attended. You could set up your list like this:

2019 *Teaching and Learning in Higher Education programme (TLHE)* Provider: Department of Science Education

2017 *Introductory course for university teaching* Provider: Department of Science Education

List the courses etc. starting with the most recent at the top.

**1.e. Administration and management of education programme**

**(This point corresponds to the point *Areas of responsibility* in the *University of Copenhagen Pedagogical competence profile*)**

This point relates to experience in planning and conducting teaching. Experience in developing teaching. Experience in managing courses and other management at an educational institution. Participation in educational boards, committees, commissions etc. You could set up your list like this:

2019 [Head of/assistant in] [conducting/developing] [programme / course], [x] semester at [dept./faculty/university]

List the courses etc. starting with the most recent at the top.

**1.f. Development and research work on education and teaching**

**(This point corresponds to the point *Pedagogical development projects* in the *University of Copenhagen Pedagogical competence profile*)**

This point includes introducing new types of teaching, supervision or assessment. Research on teaching and education. Contributions to conferences, scientific articles on teaching topics, etc.

In order to demonstrate the depth of your teaching competences, it is a good idea to detail the points you include by adding a passage on the teaching focus/challenges in the development/research project. You could set up your list like this:

2017 *Project on* ***supervision*** *completed in connection with the Teaching and Learning in Higher Education programme (TLHE).* The project was about how to get as many students as possible to perform at a high level, even students who seem weak.

List the courses etc. starting with the most recent at the top.

**1.g. Knowledge sharing and peer supervision**

**(This point corresponds to the point *Knowledge sharing and peer supervision* in the *University of Copenhagen Pedagogical competence profile*)**

This point is about experience with knowledge sharing and peer supervision with a view to competence development and/or teaching development. You could set up your list like this:

2017 *Peer supervision* in connection with completion of the Teaching and Learning in Higher Education programme (TLHE)

2017 *Academic supervision* in connection with completion of the Teaching and Learning in Higher Education programme (TLHE)

2009-12 *Peer supervision* with colleagues in my subject area across […]. Focus was on […].

List the activities, starting with the most recent at the top.

(continues on next page)

**Competences**

**2.a. Reflection on own teaching activity**

**(This point corresponds to the point *Practice and reflection* in the *University of Copenhagen Pedagogical competence profile*)**

Under point 1.a, you gave the academic assessment committee a list of your teaching experience. However, the list says nothing about how you think and perform as a teacher. The purpose of this point is to give the evaluation committee an impression of this aspect. It is very important that you are honest and authentic. This authenticity will be apparent if you put into words your opinions on good teaching practices, as well as what you do yourself to achieve good teaching. You are very welcome to give examples from your own teaching.

When considering what you are like as a teacher, you could use the figure below and the points under the *Practice and reflection* in the *University of Copenhagen Pedagogical competence**profile*.

**Subject/material**

**Teacher**

**Student**

**Communication by**

**Understanding of**

**Contact with**

The figure will help because it generates the following questions.

1. What is your opinion regarding the role of the teacher? How do you think it should be approached and performed? What do you actually **do**?
2. What is your opinion about students as learning individuals?
3. What type of contact do you want to establish with your students? Why? What do you actually **do** to establish this? What challenges do you meet? How do you deal with them?
4. What do you actually **do** to ensure cohesion between the students’ outset and the level of teaching?
5. What is your opinion regarding the students’ learning process? Who is responsible for ensuring that they learn something? What do you actually **do** to ensure students understand the material?
6. How do you select the material?
7. What is your opinion regarding how the material is communicated? Transparency, motivation, objective, target, structure and activity. What do you actually **do** and why?

You don’t necessarily have to get through all the points. Select the points that make most sense to you. Always remember to justify your views and give examples.

Perhaps you think that it can be difficult to describe yourself as a teacher, because you are aware that a lot depends on the type of teaching, e.g. lectures, group teaching, supervision. In such cases, it may be a good idea to put your description of yourself into context. Describe the type of teaching you are using as your outset. State why you chose this specific type of teaching.

The description of yourself should fill one A4 page.

**2.b. Specific reflections on future teaching practice**

Reflect on how you want to develop your skills as a teacher in the years to come.

What you are concerned about regarding your teaching practices? What questions do you have for the person you are hoping to work with? Perhaps you are concerned about how you can get the students to prepare. Perhaps you are curious about the use of flipped classroom. Or perhaps you are interested in something completely different. The point is that you think about your own teaching and indicate the area(s) that you are concerned about and want to work on further.