

Teaching portfolio small class teaching example

Name: Small class teaching example						
Position: Assistant professor						
Portfolio updated (date):						
<p>Teaching, thesis supervision, exams, and assessment</p> <p>Please, see the specifications of the competencies A and B in the coloured table below</p> <p><i>Summary of teaching and supervision activities over the past 12 months: What, who, span, how? Adjust with more / fewer rows in the table as needed.</i></p>						
Course / subject	Level	ECTS / number of hours	Type of teaching-learning activities	Number of participants	Type of assessment	Responsibility / my role
Theoretical Physics	Master	10 ECTS (3 hours)	Mathematical Workshops, Theoretical Problem Solving	15	Assignments	Teaching one class
Quantum Physics	Bachelor	8 ECTS, 10 weeks	Small-class teaching including Lectures, Problem-solving Sessions, Experiments	30	Exams, Lab Reports	Instructor, responsible for 10 sessions
<p><i>Additional description of my teaching, supervision activities, examination and assessment work over the past 12 months. Maximum 1,250 characters.</i></p> <p>In the past 12 months, I conducted two three-hour teaching sessions as a guest lecturer. While these were not supervisory roles, prior to this, I engaged in various teaching activities, including guest lectures and TA positions, enhancing my teaching versatility.</p> <p>In the physics and astrophysics courses, where I primarily teach, I focus on building a strong theoretical foundation while providing opportunities for hands-on experimentation and research.</p>						

Evaluation of teaching or courses and other forms of quality activities

Please, see the specifications of the competence C in the coloured table below.

Elaboration on the results of and follow-up on evaluations of teaching or courses (quantitative and qualitative), which I have contributed to over the past 12 months. If relevant, supplemented with a short reflection. Maximum 1,250 characters.

Based on previous teaching evaluations, I tend to emphasize small scale group work more and more in my teaching practice, whereas I earlier focused more on classical lectures even with few students. I do this because my teaching evaluations consistently show that the students (esp. perhaps the weaker students) benefit a lot from this approach.

I often solicit informal feedback from my students on what could be improved, because I think the informal feedback makes it possible to get more precise answers from the students.

Collaboration with students on the learning environment

Please, see the specifications of the competence D in the coloured table below.

Elaboration on (results of) my collaboration with students on the learning environment over the past 12 months. Maximum 1,250 characters.

Throughout my experience with university-level teaching, I have sought to improve my teaching skills. At the end of each lesson, I thus use some time to evaluate the day and get input from students on, what could be improved.

the informal talk makes it possible to get more genuine answers from the students.

Next semester, I get the chance to teach a course I have taught earlier again, and I much look forward to the chance of integrating suggestions from the students into the next iteration of the course.

Collaboration with colleagues on teaching and education

Please, see the specifications of the competence E in the coloured table.

Elaboration on (results of) my collaboration with colleagues on learning, teaching, supervision, or education over the past 12 months. Maximum 1,250 characters.

Some teaching sessions, I have planned and given in collaboration with a colleague. For us, that was an opportunity to discuss how to make a complex topic accessible to students, as well as to give each other feedback on our teaching practices. We agree, this type of collaboration is beneficial for the students and ourselves. For quality assurance purposes, this approach could be used once or twice per semester.

Other relevant competencies or activities not covered by the above-mentioned

For example, contributions to educational books or other teaching resources, digital competencies, use of learning technologies, development projects, course and educational management, or other activities I would like to point out.

Maximum 1,250 characters.

I have developed multiple-choice questions/quizzes, which can be used across several courses in Physics and Astrophysics. Further, I am currently planning to make a video lecture “bank” of short lectures introducing basic concepts.

Own competence development and contributions to colleagues’ educational competencies

If needed, see the specifications of the competence F in the coloured table below.

Specification of and reflection on how I have worked with my own and colleagues’ pedagogical competencies over the past 12 months, like self-studies, collegial consulting, participation in a course or workshop, networking, sharing of innovations, and development projects.

Maximum 1,250 characters.

Together with colleagues we have completed the introductory online course, InTeL (Introduction to Teaching and Learning) and keep on discussing our teaching in various forums.

The Danish Framework for Advancing University Pedagogy in a condensed version:

Levels		Level 1	Level 2	Level 3	Special educational tasks
Individual competencies	A	I have contributed to teaching or supervision activities	I master teaching, supervision, and course organisation	I master a broad spectrum of teaching practices	I take responsibility for educational development
	B	I have contributed to assessments	I carry out and evaluate assessments	I master different types of assessments	I implement new and innovative assessment types
	C	I have contributed to evaluation of my teaching activities	I develop my own teaching practice based on evaluations	I test new formats for evaluating my practice	I systematically contribute to the teaching quality
Collegial competencies	D	I have contributed positively to the learning environment	I collaborate with students on their learning environment	I develop learning environment initiatives with students	I collaborate with students on my educational leadership
	E	I have contributed to collegial collaboration	I collaborate with colleagues on teaching or supervision	I take responsibility for collegial collaboration on education	I conduct educational research and development projects
	F	I have sought out new knowledge about teaching or supervision	I collaborate with others on developing shared practices	I guide younger colleagues or peer-to-peer supervision	I lead collegial competence and quality development
What is my knowledge based on?		3-4 selected educational principles	The discipline's essential teaching and learning issues	The discipline's pedagogical positions and trends	University education theories and recent research
Where do I find help and inspiration?		From senior colleagues and introductory courses at CED	From supervisors and a University Pedagogical Programme	In my community of practice, from AU Educate, and through specialised courses	International networks, own immersion, and collaboration with CED

A level 2 competence implies that you are also competent at the equivalent level 1.

A level 3 competence implies that you are also competent at the equivalent level 1 and 2.

Guide for teaching portfolio at Aarhus University (AU)

Aarhus University aspires to be an attractive university for students and staff alike. An element of this is individualised pedagogical competence development for all teaching staff combined with collegial collaboration on the study environment, supervision, teaching, and curricula. Another essential element is the managerial support and recognition of these individual and collegial efforts.

The use of portfolios at AU supports this aspiration and should not be interpreted as strict rules for coordination or control. The aim of AU's portfolio is to provide a point of departure for reflection and discussions, which furthers development, skills, collaboration, and recognition across the faculties and different academic environments.

In addition, it has been determined in the Ministerial Order on Job Structure for Academic Staff at Universities that all teaching staff at Danish universities must regularly and at least once a year create and maintain a teaching portfolio and discuss their teaching competencies with their immediate superior.

The senior management team at AU has discussed how to combine the ambitions of excellent degree programmes with the requirements established in the Job Structure for Danish higher education and decided that teachers at AU use the Danish Framework for Advancing University Pedagogy to describe their competencies in their teaching portfolio. The regularly updated portfolios will be used during the annual staff development dialogues (SDD) or group development dialogues (GDD) to initiate a mutual agreement about how the faculty members' teaching competencies can be maintained and developed.

You can find the Danish Framework for Advancing University Pedagogy in a condensed version on the previous page. It contains three levels (1-3) and a category for faculty members with special educational tasks. The framework distinguishes between three operative competencies and three collegial competencies. Use the Danish Framework for Advancing University Pedagogy when creating your collected portfolio enclosed in the application for VIP positions and when updating the teaching portfolio.

The scope of the portfolio at AU is a maximum of three standard pages (7,500 characters including spaces). Faculty members should expect to spend two hours each year prior to the annual SDD to create and maintain their teaching portfolio. The document can be uploaded to MitHR as an SDD attachment.

Departments can determine a local practice in addition to the above, taking into account the culture and norms, job satisfaction and commitment, recognition and qualifications while considering the local teaching/supervision contexts.

When applying for positions as assistant professor, associate professor, or professor at AU, attach a teaching portfolio, a CV, a University Pedagogical Programme certificate (or equivalent) in addition to your research documentation. When applying for associate or full professor a broader Teaching Statement can also be required.

Appendix with background knowledge on the ministerial order, framework, and implementation at AU

Ministerial Order on Job Structure for Academic Staff at Universities

As part of the implementation of the new Job Structure at AU, the university is adjusting its use of teaching portfolios. The new Ministerial Order sets forth three clear requirements that are relevant to the implementation of a teaching portfolio at AU:

1. All employees with teaching obligations and their respective supervisors must continuously discuss how to best ensure the maintenance and development of the employees' pedagogical-didactic competencies in the period until the next employee review.
2. All staff members who teach must create and continuously maintain a teaching portfolio. Through a teaching portfolio, the individual's teaching experience and competency development are documented regardless of the level of the position and the terms of the employment (for example full-time, part-time, fixed-term etc.). The documentation of teaching experience may consist of courses, lectures and teaching programmes, experience with supervision and assessment as well as course and/or educational management. The documentation of pedagogical-didactic competency development may consist of a university pedagogical programme or equivalent pedagogical-didactic courses or other pedagogical-didactic competency development. Other elements may also be relevant to the university/department/individual lecturer. It is up to the individual university to decide whether other elements should be included in a teaching portfolio and, if so, which elements.
3. In connection with the advertising of positions at the level of associate professor and professor, a teaching portfolio or equivalent documentation of teaching experience and qualifications must be included in the assessment of whether an applicant is qualified. The applicant is required to have completed a university pedagogical programme or an equivalent programme. In exceptional cases, the university wishes to appoint an applicant who has research qualifications at the level of associate professor/senior researcher, but whose teaching is not assessed to be at an adequate level. The university then must draw up a programme plan to ensure that the applicant can obtain the required pedagogical-didactic competencies within a period of up to two years.

The Danish Framework for Advancing University Pedagogy

In March 2021, the eight Danish universities under the auspices of Universities Denmark approved a joint framework for advancing university pedagogy. The framework is a point of departure for discussions between university management and faculty about desired or required competence development as stipulated in the new Job Structure for Academic Staff at Universities. At the same time, it ensures a necessary focus on university pedagogy when assessing academic qualifications during faculty hiring processes across Danish universities. Therefore, the framework is generic in order to incorporate institutional differences and remain robust relative to local strategic priorities.

The framework is divided into two dimensions of competence: the operative space and the collegial community. The two dimensions stress that good teaching, supervision, and education not only require competent individuals, but that faculty members develop their teaching, supervision, and education skills together. Progress in the operative dimension links to increased autonomy in the organisation while progress in a collegial community links to increased participation in and responsibility for collaboration and joint processes. The two competence dimensions (operative and collegial) translate into 24 sub-competencies. The framework operates with three levels of university pedagogical competencies and an additional category of 'special educational tasks'.

The decision on the implementation at AU

In the spring of 2021, as part of the implementation of the Ministerial Order and framework at AU, the Committee on Education appointed a broad cross-university working group with Pro-rector Berit Eika as chairperson. On October 5 2021, the working group submitted their report with a number of recommendations to the Committee on Education, including recommendations for the new portfolio. The recommendations were discussed during consultations with the five faculty management teams in January and February 2022, adjusted based on the received suggestions, further discussed, and finally approved by the Committee on Education and later by the senior management team (15 June 2022).

The working group's recommendations, the adjustments from the consultations and the senior management team's approval of the recommendations involve:

1. Because of the Ministerial Order, AU implements a new teaching portfolio that all teaching staff must continuously maintain.
2. The continuous mandatory teaching portfolio is part of the annual staff development dialogues (SDD), leadership development dialogues, or group development dialogues (GDD) or equivalent. Hence, HR adjust the guidance for supporting the dialogue.
3. The existing template for the teaching portfolio at AU is adjusted to the framework. There is still a lot of development and pilot testing to be done before a suitable format is ready. CED is assisting AU in this effort.
4. AU's new teaching portfolio is limited to a maximum of 7,500 characters including spaces, equivalent to three pages.
5. The content of the portfolio will include:
 - An overview and specification of own teaching, supervision, and dissemination
 - An example of evaluations or other kinds of quality assurance along with a reflection on it
 - An example of collaboration with students and colleagues on teaching, supervision, or dissemination
 - Documentation of completed pedagogical and teaching competence development
 - Additionally, the portfolio can include other themes determined locally (faculty/department)
6. A teaching portfolio is included in the assessment of applicants' qualifications during faculty hiring. If an applicant without university teaching qualifications is hired, the department must develop a two-year plan for the upgrading of qualifications.
7. The requirement of a teaching portfolio applies to teaching postdocs, assistant professors, researchers, associate professors, senior researchers, and professors, while taking into account the level of the position. To implement this requirement, departments ensure that their international applicants understand how to complete a portfolio by developing and publishing an exemplary, concrete, and realistic teaching portfolio based on AU's template. CED can provide assistance as needed.
8. In addition to the four points above (4-7), associate professors and professors must attach a teaching statement. This will also be exemplified.