Developing an Online Teaching Portfolio

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What is a teaching portfolio?
What is a teaching portfolio?

Concise, yet comprehensive factual description & evidence of teaching activities & accomplishments
Why a teaching portfolio?

Tool that highlights one’s teaching for hiring, promotion, and tenure review
Why a teaching portfolio?

Opportunity to reflect on one’s teaching and to document changes
What makes a portfolio?

2 key features

**Evidence**
- Courses & responsibilities
- Sample materials (syllabi, assignments, etc.)

**Reflective Commentary**
- Context & Meaning
Remember...

The purpose of a teaching portfolio is not simply to outline what one teaches but to explain how one teaches and why one teaches that way.

Four key questions:

– What do you teach?
– Why do you teach?
– How do you teach?
– Why do you teach the way you do?
Sample Outline #1
(Political Science)

1) Teaching Philosophy
2) Teaching Responsibilities
3) Advising / Supervision Responsibilities
4) Teaching Methods
5) Syllabi and Course Materials
6) Student Evaluations
7) Administrative and Peer Review
8) Related Activities
   a) For Students
   b) For the University
   c) For the Community
9) Professional Improvement Activities
10) Goals
11) Appendices

Sample Outline #1

(Political Science)

Appendix A: List of Courses Taught
Appendix B: Samples of Student Work
Appendix C: Course Syllabi and Materials
Appendix D: Student Learning Aids
Appendix E: Student, Admin., & Peer Evaluations
Appendix F: Student-Related Activities
Appendix G: University-Related Activities
Appendix H: Community-Related Activities
Appendix I: Professional Improvement Activities

Sample Outline #2
(Biology)

1) Teaching Responsibilities
2) Teaching Philosophy
3) General Classroom Strategies
4) Course Syllabi
5) Student Research
6) Additional Teaching Activities
7) Teaching Assessment
8) Teaching Improvement
9) Future Teaching Goals
10) Appendices

Sample Outline #2
(Biology)

Appendix A: Sample Lecture Outline
Appendix B: Course Syllabi
Appendix C: “Way Cool” Biology Databases
Appendix D: Biology Instructor’s Grading Criteria
Appendix E: Samples of Student Papers
Appendix F: Science in Action Day Handouts
Appendix G: Letters from Local High Schools
Appendix H: Anecdotal Student Comments
Appendix I: Interactive Genetics Database Grant
Appendix J: Anecdotal Student Evaluation Form

Sample Outline #3
(English)

1) Teaching Responsibilities
2) Teaching and Learning Philosophy
3) Teaching Methods and Strategies
4) Connecting Learning to Students’ Lives
5) Developing Critical Thinking Habits
6) Motivating Students to Improve
7) Integrating Computers in the Classroom
8) Evaluating My Teaching
9) Improving My Teaching
10) The Teaching Cell
11) Sharing Teaching Ideas With Others
12) Staying Current as a Teacher
13) Teaching Goals

Sample Outline #3
(English)

Appendix A: Class discussion handouts
Appendix B: Handouts for group activities and projects
Appendix C: Peer response sheets
Appendix D: Guidelines for library searches
Appendix E: Student reflective essays from Literature and Culture and Environmental Issues classes
Appendix F: Current supplemental articles
Appendix G: Sequenced journal questions
Appendix H: Final portfolio guidelines
Appendix I: Sample student Papers
Appendix J: Daedalus discussion transcripts
Appendix K: Student evaluations
Appendix L: Student narrative evaluations
Appendix M: Sample syllabi

Sample Outline #4

(Music)

1) Statement of Teaching Responsibilities
2) Statement of Teaching Philosophy and Goals
3) Description of Methods Used in Specific Courses
4) Description of Curricular Revisions and Steps Take to Improve My Teaching
5) Peer Evaluation of My Teaching
6) Student Evaluation of My Teaching
7) Audio and Video Tapes of My Instruction and of Student Performances
8) Samples of Student Work
9) Successful Students
10) Other Evidence of Good Teaching
11) Future Teaching Goals
12) Appendices

Sample Outline #4

(Music)

Appendix A: List of my teaching responsibilities in 1994-95 and 1995-96
Appendix B: Course descriptions, syllabi, handouts, tests, and other related materials
Appendix C: Peer Evaluations of my teaching
Appendix D: Student evaluations of my teaching
Appendix E: Audio and video tapes of my instruction and of student performances
Appendix F: Samples of student work
Appendix G: Information about successful students
Appendix H: Other evidence of good teaching

How to develop a teaching portfolio?

1. Write a statement of teaching philosophy
2. Gather evidence
3. Organize evidence
4. Prepare statements about the evidence
5. Get feedback and revise
6. Include reference in Curriculum Vitae and Cover Letters
How to develop a teaching portfolio?

1. Develop and write a teaching statement

5 Important Categories

- **Learning goals**: discipline-specific knowledge, skills, attitudes that are important for students’ academic, personal & professional success

- **Teaching methods**: specific teaching methods & how they contribute to students’ accomplishment of learning goals & how they align with student expectations & needs

- **Learning assessment**: specific tools used to assess student learning & descriptions of how these tools facilitate student achievement of learning goals

- **Teaching assessment**: strengths and areas for improvement of one’s teaching based on evidence, along with plans for continuing development

- **Learning Environment**: specific ways diverse identities, experiences, etc. are accounted for and integrated into teaching methods
How to develop a teaching portfolio?

2. Gather your evidence

• Keep anything and everything related to your teaching!

• Keep an archive – a designated digital folder and physical folder or box where you keep everything and can find it!
How to develop a teaching portfolio?

2. Gather your evidence

A. Personal Material
   - List of teaching responsibilities and way courses were taught
   - Teaching philosophy statement
   - Teaching goals for next 5 years
   - Representative course syllabi (and why done this way)
   - Description of steps taken to evaluate and improve one’s teaching
   - Curricular revisions (new projects, materials, etc.)
   - Self-evaluation (esp. if contradictory documents in the portfolio)
   - Publications on teaching
   - Supervision roles (advising, theses/dissertations, group projects, etc.)
How to develop a teaching portfolio?

2. Gather your evidence

B. Material from Others

– Statements from colleagues who have observed your teaching
– Statements from colleagues who have witnessed out-of-class activities
– Student and course evaluations (esp. those that indicate improvements)
– Department statements about your teaching
– Performance reviews as a faculty advisor
– Honors, awards, grants and other recognition of your teaching
– Invitations for papers or presentations on teaching
– Participation in teaching development within your discipline, department, or college
– Documentation of teaching development activities
– Teaching research (Scholarship on Teaching and Learning)
– Videotape of your teaching
– Student scores on standardized tests
– Student comments, such as in emails
How to develop a teaching portfolio?

2. Gather your evidence

C. Products of Good Teaching

– Student essays, creative work, lab books, publications, etc.

– Information about student career choices or opportunities that are effects of your courses or help

– Record of students that move to and succeed in advanced courses in your discipline

– Statements from alumni

– Examples of graded student showing range of scores and explanations of why they were so graded
How to develop a teaching portfolio?

3. Organize your evidence

- Identify the **goal** to emphasize in your portfolio, for example:
  - Improvement in teaching skills
  - Evolution of teaching responsibilities over time
  - Breadth of teaching responsibilities
  - Particular theme(s) in your teaching

- Refine evidence and prioritize according to your goal
  - Focus on the most pertinent evidence
  - Lump less pertinent items together, e.g. “Related Responsibilities”
How to develop a teaching portfolio?

4. Write reflective & summary statements about the evidence

- Be concise and to the point
- Clarify context of evidence as needed
- Refer to the appendices for details, but include most relevant evidence in the summary
How to develop a teaching portfolio?

4. Write reflective & summary statements about the evidence

Things to consider:

• questions of student motivation and how to influence it

• the goals of instruction, both for individual courses and in general

• the development of rapport with students as a group and individually

• the assessment of various teaching strategies as they related to the instructional goals

• the role of disciplinary knowledge in teaching and how students learn the discipline

• recent innovations in the content of the field and their effects on teaching
How to develop a teaching portfolio?

5. Get feedback and revise accordingly

- Share with others for feedback
- Offer to review others’ portfolios and give feedback
How to develop a teaching portfolio?

6. Rewrite Curriculum Vitae and refer readers to your teaching portfolio

- Indicate URL link of teaching portfolio in CV
- Refer to teaching portfolio in cover letters
Final Reminders

**Brevity**: keep it concise and to the point

**Context**: align with particular university or department mission, goals, etc.

**Criteria**: customize according to particular audience – give it what it needs to know

**Accountability**: be prepared to provide and explain your...

- Your philosophy of teaching and teaching goals
- Your ability to design courses, materials, assignments, etc.
- Your style of teaching and how it facilitates student learning
- Your student learning outcomes
- Your evaluation and reflection on your own teaching
Final Reminders

**Documentation**: keep everything

**Input**: seek evaluations and feedback from others

**Reflection**: update regularly

**Assistance**: get help from TEP

**Action**: start now
What makes an online portfolio?
What makes an online portfolio?

• Design possibilities
What makes an online portfolio?

• Multimedia!
What makes an online portfolio?

- Linking across the web
2 Beginning Considerations

• Easy to use
• Streamline the content (presented content)
Create a site now!

UO Blogs is an easy-to-use academic blogging and web publishing service for the University of Oregon community. Faculty, staff, and students with an active DuckID can use the service to quickly create blogs or websites for courses, groups, or individual use. To get started, select the type of site you want to create and follow the instructions provided.

Create a site for:
- UO Courses
- All Other Sites

Featured Sites and Blogs

- Latin American Studies
  Latin America is one of the most diverse and interesting regions in the world.

- Department of Classics
  The field of classics embraces all aspects of Greek and Roman culture from the prehistoric to the medieval period.

Latest News

WordPress Security Update
April 20th
Campus Press, UO Blogs host company, has upgraded UO Blogs to WordPress version 4.1.4 to address the XSS vulnerability. For additional information or questions, please contact the Technology Department.

Feedback

Send us suggestions!
Do you have feedback for UO Blogs or suggestions for themes or plugins you would like us to consider? Contact the Technology Service Desk.

Change to Domain