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| **Template for the Teaching Portfolio** | hda-logo.png |
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***How to prepare a teaching portfolio: A short introduction***

*This template is designed to guide you through the process of writing your personal teaching portfolio. It should be understood as a rough guideline, but you can creatively adapt it to your personal needs. It is up to you how you label the chapters or structure the content. You don’t have to answer every single question, and you can also describe other aspects that are important to you.*

*You can see your teaching portfolio as a collection, like artists, photographers, and architects use in the case of a job application. This means you show in your portfolio how you design your teaching, what you do in concrete terms and why you do so.*

*“Draw” a picture of you as an instructor with your teaching-portfolio. Point out your learning process and show which skills you have (further) developed and how.*

*You can add pictures, mind maps, and drawings to illustrate your teaching.*

***What it should contain***

* *Your personal conceptions of good teaching*
* *A description of your teaching skills*
* *An overview of courses that you have already taught*
* *An example of a course plan (modules 1 and 3)*

*Example description of your procedures for assessing students’ achievements, or of counselling students, or of supervising students’ theses*

* *Interpretation of the results of teaching evaluations*
* *Higher education workshops you visited; ideas and propositions you obtained and implemented*
* *Your teaching observations (German: “Lehrhospitation”) and the impact of them for your further teaching*
* *A summary of your whole learning process*
* *An outlook on future challenges and questions and some ideas for their realization*

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# Introduction

***Please delete the blue questions before handing in you teaching-portfolio!***

**(Module 3)**

***What to do?***

***Give an overview of your portfolio. Describe the structure and the goal of the portfolio. Describe your personal learning goals and your motivation to become better at teaching.***

***Possibly useful questions:***

*What is the goal of this teaching portfolio?*

*What is the content, and how is it structured?*

*What are your learning goals?*

# Main body – my teaching

## Teaching Experience

**(Modules 1, 2 und 3)**

***What to do?***

***Briefly describe your teaching biography, including the courses you have taught, in a table form. You can also list your courses in a chronological way, when you haven’t been teaching that long.***

***Possibly useful questions:***

*When did you start teaching?What kind of courses have you taught (lecture, tutorial etc.)? In which departments, and how many students attended your courses?*

* *Which experiences have you had regarding teaching in your courses?*

## Teaching and Learning Conceptions and Your Teaching Personality

**(Module 1, 2 und 3)**

***What to do?***

***Show your teaching personality by describing your personal teaching and learning conceptions. Please use current literature on higher education and write in a first person perspective.***

***Possibly useful questions:***

* *How does learning work in your personal view? How do you, therefore, help students with studying through your teaching design?*
* *Where can we see your teaching conceptions in practice?*
* *What are your educational guidelines? What is your role(s) as a teacher? What are the crucial characteristics of your teaching personality?*
* *Describe your students. (What do you see as positive / negative behavior? What is your corresponding attitude towards students?)*
* *How would the interaction between students and instructors be in an ideal world?*

## My teaching skills

**(Module 3)**

***What to do?***

***Please describe the teaching skills that are important to foster student learning carefully and describe your personal teaching skills. Are they already good enough? Or is there still some work that needs to be done?***

***Possibly useful questions:***

* *Which teaching skills are especially important (while teaching a course, being a supervisor of a thesis, etc.) and why?*
* *Which of these skills have you already developed, and which would you like to improve further?*
* *How would students and you profit from your further improved skills?*

## Planning of a Course

**(Modules 1 und 3)**

***What to do?***

***Describe one of your own course plans, first in general for the whole course (meso level) and then for one class period (micro level, i.e. 90 min.) Please use the planning scheme at the end of this document and take the following into account:***

***the given teaching environment, diverse teaching methods, the diversity of your students, orientation on learning outcomes (“shift from teaching to learning”), the consistency of teaching objectives, assessment and learning activity (“constructive alignment”). Cite useful higher educational literature.***

***Possibly useful questions:***

* *How do your above-described teaching and learning conceptions show in practice? Make a connection between your conceptions and your practice in teaching.*
* *How do your teaching skills and your teaching objectives fit with your teaching- and learning methods and the assessment? How do you motivate and activate students in the classroom, at home and in digital settings? Do you use innovative teaching   
  methods?*

## Exemplary Assessment of a Student’s Work Result

**(Module 2)**

***What to do?***

***Please show how you give feedback to students on their achieved results and how you assess in general. How do you advise students in office hours? Please attach a consultation protocol, rubrics (scoring guide) or a feedback of an exam as an example.***

***Possibly useful questions:***

* *How do you give feedback to students about their work results?*
* *What is important to you while giving feedback and why?*
* *Which difficult communication situations with students have you managed and how did you manage them?*
* *What worked well in the described situation?*
* *What makes a good exam in your subject? (please attach assessment criteria)*
* *Why do you do exams the described way and not differently?*

## Interpretation of a Chosen Evaluation Result

**(Module 2)**

***What to do?***

***Please show which conclusions you draw from students’ feedback and evaluation results in one particular course. What do these results mean for your future teaching in regard to planning, performance and future evaluation?***

***Possibly useful questions:***

* *What worked well in your courses? What proved effective? What would you like to do differently next time?*
* *How do you know that your teaching and your approach to it are successful? How do you evaluate that?*
* *What data did you use for the evaluation of your course?*
* *Did you use formative evaluation in your teaching? If yes: how?*
* *Which method did you collect your data with?*
* *What feedback from your evaluation results have you incorporated into your teaching?*
* *How would the interaction between you and your students be in an ideal world?*

## My Training in Higher Education

**(Modules 1 und 2)**

***What to do?***

***Please give an overview of your training in higher education. Describe what you learned and implemented from the workshop “Effective Teaching the Basics Part I+II.” Please also state three aspects that you learned in module 2 workshops to show how you used them in your teaching. Possibly, you could describe something that you could not implement in your teaching.***

***Possibly useful questions:***

* *Which questions around higher education are/were important for you?*
* *What did you gain from the training for your teaching?*
* *Which experiences did you gain with the implementation of new ideas into your own teaching? What are the consequences for your future teaching?*

## My Teaching Observations with Feedback – Lessons Learned

**(Modules 1 und 3)**

***What to do?***

***Please illustrate what you have learned from the feedback in your teaching observation for your teaching behavior. For this purpose you can use your own summary of the teaching observation.***

***Possibly useful questions:***

* *Which findings did you gain from the feedback of your colleague or the expert for your future teaching?*
* *Which aspects would you like to implement?*
* *Did you already have the chance to implement some aspects? How did it work?*

## Individual Teaching Project (Modul 3)

**(Module 3)**

***What to do?***

***Describe and justify the concept of your individual teaching project. Please include the goals and the planning on how to foster and improve student learning. Add learning outcomes of the students (successes and failures), the feedback of students, your boss or colleagues. Then analyze and summarize this material, and come to your own conclusion about your teaching experiment.***

***Possible useful questions:***

* *What did you plan? Why did you exactly plan this? How should the student learning be improved by this intervention?*
* *What did you implement? Which learning outcomes could you see with your students?*
* *How did the students evaluate your teaching and their learning achievements? What worked well? What would you do different next time?*
* *What does your boss or a colleague say about your project? What do they like, what would they improve?*
* *Which consequences do you draw from this for your future teaching?*

# Conclusion / Outlook

**(Module 3)**

***What to do?***

***Describe your whole learning process. What shaped your teaching? Which future challenges do you see in your teaching and how are you going to handle them?***

***Possibly useful questions:***

* *What is your personal summary?*
* *What did you learn?*
* *What was especially helpful for you?*
* *What are your next steps?*
* *Which further challenges do you see for yourself?*
* *What would you like to improve in the future?*

# Literature

**(Module 3)**

***What to do?***

***Please list the literature you used for this portfolio. Mind the correct way of citing!***

# Appendix (Suggestions)

Enclose illustrating attachments from your teaching practice, to which you have referred above.

This can contain for example:

* + List of all taught courses
  + Teaching materials
  + Planning documents
  + Collection of all used teaching methods, maybe even material you invented yourself
  + Exam questions and rubrics (scoring guides), including evaluation criteria
  + Records of your support and consultation concepts
  + Feedbacks to written student works
  + Results of teaching evaluations
  + Reports of teaching observations
  + Protocols of peer consultations
  + If available: awards, recommendations etc.
  + Exemplary learning outcomes, anonymized

**Planning scheme of a course (one class period)**

**Competence goals: at the end of the class the students can…**

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| **Time/**  **Duration** | **Content** | **Teaching and learning activities/methods /social arrangements** | **Material/  Media** |
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