



Guidelines for creating a teaching portfolio at BOKU

Purpose of a teaching portfolio

In a teaching portfolio, the lecturer describes and reflects on their main activities and achievements in the area of teaching. They provide information about the quantity and quality of their teaching activities in a clear and structured form and document this with corresponding documents.

Professional teaching requires sound specialist knowledge, didactic skills and the willingness to critically challenge one's own teaching. The teaching portfolio should thus bring the activities in teaching into a systematic context and thereby convey an understanding of learning and teaching.

It is therefore not just about *what* you did, but also *how* you did it and *why* you did it that way. The teaching portfolio therefore pursues two basic objectives:

- 1. to encourage and document a reflective approach to teaching.**
- 2. to comprehensively document your achievements in teaching and thus render them visible.**

A teaching portfolio must be individually designed in order to highlight your strengths. The points listed below will therefore differ in terms of length and/or detail. Please describe in concrete terms what you have done in order to plan, implement and evaluate your teaching activities and to learn from your reflections. The purpose here is not to describe every course in detail. Take a rather exemplary approach: Select those examples that best support your statements about the quality of your teaching.

Contents of a teaching portfolio:

A description of your teaching activities to date, supported by informative examples (as needed, please also refer to further evidence in the appendix of the teaching portfolio):

1. Teaching philosophy (max. 1 page):

What are your goals as a lecturer?

How do you tell how successful your teaching is?

Which teaching methods do you use and which do you prefer? Why?

What do you consider to be your role as a lecturer in your courses and in your interaction with students?

What are your ideas about learning processes (referring to current learning theories where applicable)? Which are your students' roles in your courses (e.g. listeners, participants, discussion partners)?

What skills should your students acquire? What do you consider to be good teaching?

2. Teaching strategy:

Please explain your teaching strategy using 1–2 illustrative examples from your courses: Which learning outcomes should be achieved?

Which teaching methods do you use in order to achieve the learning outcomes? Which examination methods do you use in order to assess the learning outcomes? How do you assess student work and achievements (e.g. seminar papers, project work, lab work)?

Please explain your choice of teaching and examination methods.

3. Teaching activities:

Please provide an overview of the courses you held (e.g. course formats, number of participants, specifics).

Please comment on your teaching achievements listed in the teaching data extract of the QM staff unit.

4. Quality development:

Please comment on the results of your course evaluation. How do you collect further feedback from students?

Do you obtain feedback from colleagues or experts (peer observation / expert observation) regarding your teaching activities?

Please provide examples of how you have used this feedback in order to improve your teaching.

Which further education events on university didactics did you attend and how do these new insights impact your teaching activities?

5. Supervision of theses (Bachelor, Master):

What does ideal supervision look like for you and how do you try to achieve this?

How many Bachelor's and/or Master's theses have you supervised? Should the number of your Bachelor's or Master's supervisions be below the department average, please provide a comment on this.

6. Involvement in teaching and curriculum development:

Please document your participation in committees, in the revision of a curriculum, in teaching projects, in collaborations in the field of teaching (at BOKU, nationally and internationally) and in university continuing education (lectures, courses).

You can list other teaching activities here (e.g. programme guide, teaching spokesperson).

Further literature:

Mues, F., Sorcinelli, M.D. (2000). Preparing a Teaching Portfolio. Center for Teaching, Univ. of Massachusetts Amherst (as of 26 May 2023):

<https://bpb-us-w2.wpmucdn.com/sites.udel.edu/dist/2/719/files/2017/05/teachingportfolio-21h40zo.pdf>

University of Zurich, Teaching Development: How can I critically reflect on my teaching or present my teaching success in a formative way? (as of 26 May 2023): <https://teachingtools.uzh.ch/en/tools/lehrportfolio>