## Using your Teaching Portfolio to Showcase your Educational Leadership

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UBC Centre for Teaching, Learning and Technology

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**Teaching Portfolio**

**Some definitions**

“a purposeful collection of evidence, consisting of descriptions, documents and examples of what is good teaching for the teacher.” (De Rijdt, Tiquet, Dochy & Devolder, 2006, p.1086)

“...a personal document where the teacher presents his or her teaching philosophy (reflections about teaching and student learning), together with integrated examples from their teaching practice.” (Olsson & Roxå, 2013, p.43)

**Elements of a teaching portfolio**

Teaching philosophy statement

Approach to course design

Teaching activities

teaching responsibilities

supervising and advising students

activities to improve teaching and learning

contributions to the teaching profession/institution

evidence of student learning

committee service

Demonstrations of teaching effectiveness

Educational leadership

**Educational leadership in 5 questions**

1. What did you do?
2. What are the outputs from doing it?
3. What impact has it had on people, processes and products?
4. How do you know?
5. How is it documented in your CV and teaching dossier?

**Educational Leadership Mapping (ELM) Framework**



To access a (readable) version of the map above and to read more information about the framework, please see: <http://ctlt.ubc.ca/programs/all-our-programs/teaching-and-educational-leadership/> (download the map as a PPT slide)

Or contact: Dr. Simon Bates at simon.bates@ubc.ca

**Categories of Impact**

**People**

practice (our own/colleagues’/disciplinary)

student success (learning, program outcomes, engagement, well-being)

**Processes**

priorities (departmental/Faculty/institutional)

capacity (provision of support for teaching and learning activities)

**Products**

curriculum (course/program offerings/accreditation)

literature (scholarly literature, wider publishing venues, media)

**References**

De Rijdt, C., Tiquet, E., Dochy, F., & Devolder, M. (2006). Teaching portfolios in higher education and their effects: An explorative study. *Teaching and Teacher Education*, *22*(8), 1084-1093.

Olsson, T. & Roxå, T. (2013) Assessing and rewarding excellent academic teachers for the benefit of an organization, *European Journal of Higher Education, 3*(1), 40-61. DOI: 10.1080/21568235.2013.778041