

Allen Sens – Creating a Teaching Dossier – Workshop  
13 October 2015

- A teaching portfolio is a collection of materials in physical or electronic form.
  - Have both. (Can use video etc)
- Does 4 things:
  - Provides a teaching philosophy
  - Teaching practices
  - Teaching effectiveness (or evidence)
  - Proof
- Ask yourself: What do you want students to learn in a course that you teach?  
What defines you as a teacher?
- A note of caution about focusing on ‘core content’ learning in your statement □  
this will not effectively differentiate you from other teaching portfolios.
  - 50/50 balance between content and technique. Do not make it seem as if your primary focus is in content/knowledge transfer.
  - How do you want students to learn? (Not what you want students to learn.)  
Move away from the language of “me” and toward a “student centered” language focusing on practice and not content.
  - Ask yourself: what will student do?
  - State your broader objective/philosophy and then state how students will attain that objective (technique).
- What defines you as a teacher?
- Teaching practices and activities:
  - Must haves: previous teaching responsibilities (guest lectures, TA experience, teaching)
  - What you can teach? (Bisect into two sentences: a course that I can teach and a course (intro courses that most universities have) that I would love to teach.)
  - Even without a demonstrable record, you should demonstrate your capacity for certain things (grading workshop, mentoring guidelines)

## Teaching Portfolio Cheat Sheet

### What is a Teaching Portfolio?

A collection of materials in document or electronic form that showcase your teaching philosophy, teaching practices and activities, teaching effectiveness and experience.

### What goes into a Teaching Portfolio?

#### Teaching Philosophy Statement (one to two pages)

- What are your core values and beliefs about teaching and learning?
- Identify your student-centered learning outcomes/goals: what do you want students to have learned and accomplished in your course(s)? Highlight not just knowledge/content transfer but skills/capacities development. *"skills" is an unpopular term.*
- Highlight the signature features of your practice: what are you particularly proud of, what is innovative, how do you help students learn (especially higher level learning)? How you employ active participation and self-directed learning techniques into your practice?
- What are your objectives in terms of your own development as a teacher?

*capacity building and capacity development.*

#### Teaching Practices and Activities

- Teaching responsibilities: what teaching have you done? List of courses taught, guest lectures, TA experiences.
- What teaching can you do?
- What teaching techniques and methods do you use in your practice (for example: collaborative, problem-based learning, case studies, lecture, small groups, problem-solving, project-based, student presentations)?
- In what ways do your learning objectives align with assignments and assessment methods?
- In what ways do you employ evidence-based practice? *you employ methods that have been demonstrated to work*
- In what ways have you been innovative?
- Evidence of reflective practice: what have you done to improve as a teacher? How have you changed your practice through feedback? *through the scholarship of teaching practice → cite the source in a footnote.*
- Supervision and advising
- Professional contributions to teaching and learning (workshops, publications)
- Teaching related service

*"try to stand out" - differentiate yourself from other applicants*

*workshops you have attended etc.*

#### Evidence of teaching effectiveness

- Awards and recognition as a teacher.
- Student evaluations of teaching summaries.
- Peer evaluations.

#### Sample course materials and/or course portfolio.

<http://ctlt.ubc.ca/resources/teaching/portfolios/> \*\*\* -

*- provide support with strategically placed evidence / student comments etc.*