



Instructions for the pedagogical portfolio – how you document your pedagogical qualifications

The portfolio is to include both qualitative and quantitative qualifications for the expert(s) to be able to assess the pedagogical expertise. At the assessment of pedagogical expertise, the pedagogical quality should in the first hand be considered. Also, the extent, both breadth and depths, should be attached importance (see definition of pedagogical expertise in Enclosure 1 at the end of this document).

Under each section you should account for what you have done, how you have worked and why you have worked in this way, together with the results and further development your work has led to. Verify your qualifications and achievements in the appropriate way, for example, through course documents, publications, grades, certificates and references. All documents should be submitted as enclosures and should be referred to under respective section.

Write briefly, clearly and concisely and make sure that your pedagogical expertise stands out. The pedagogical portfolio is to include the following nine parts. Particular focus should be put on part 4.

1. Background and short presentation
2. Pedagogical studies
3. Experiences of teaching and supervision
4. Pedagogical activities: approach, reflection and development
5. Presentation of study materials and teaching media
6. Scholarship of Teaching and Learning
7. Pedagogical activities and knowledge dissemination outside the university
8. Other pedagogical qualifications
9. Enclosures (certificates and publications in subject didactics/teaching and learning in higher education etc.)

1 Background and short presentation

Write a short introductory presentation of your working life- and research background, together with your pedagogical work assignments and experiences, so that the expert(s) can get a good general view of your qualifications.

2 Teaching and learning in higher education

Account for the courses in teaching and learning in higher education that you have completed. If you have knowledge about teaching and student learning which you have acquired in another way, you should account for this here.

3 Experiences of teaching and supervision

Write a comprehensive text about your experiences of teaching and supervision. State the extent and variation of your experiences, together with the roles that you have had. Make a division into:

- **Teaching:** First- and second-cycle courses and third-cycle courses.
- **Supervision:** Bachelor's-, Master's- and other degree projects, licentiate dissertations and doctoral dissertations.

If you have extensive experience, you can limit the documentation, specially to the last five years or to a selection of pedagogical assignments in courses and supervision that strengthen your pedagogical expertise. List courses and supervised projects in enclosures.

4 Your pedagogical activities: approach, reflection and development

This section is one of the most important parts in the pedagogical portfolio. This is where you make visible your pedagogical basic outlook, that is, your approach to teaching, supervision and student learning, which forms the ground for your pedagogical work. By describing and reflecting on your pedagogical activities and the conditions for learning, you make visible your approach to current and future pedagogical assignments.

Select some examples from your pedagogical activities that you want to bring out as significant examples of your pedagogical expertise. For every example you should:

- describe and reflect on what you have done, how you have worked, and motivate why you have worked the way you have, what has gone well and what has gone less well, how your method of working supports student learning and which results your work has led to,
- describe and reflect on how your pedagogical work is anchored in well-tried experience (practice and good examples) in your subject and how your pedagogical work connects to the scholarship of teaching and learning and research and
- describe your future goals and visions and how you think about your future pedagogical work and your future competence development.

Select 1–2 courses from your teaching work and show how you work as a teacher. Your course examples can illustrate how you have worked with the planning, implementation and evaluation, and the development, of a course, a course component, a laboratory assignment or an examination.

Select 1–2 supervision assignments that show how you work as a supervisor.

Material such as course descriptors, lecture plans, examination assignments, laboratory assignments, pedagogical development work or other material that you have developed should be submitted as enclosures.

5 Account of study material and study resources

Here you account for your work of producing textbooks, compendiums and laboratory work instructions etc. The target group and the degree of your performance should be stated. You should in a clear way describe your pedagogical considerations, for example, by departing from the didactic questions of what, how and why. You should also account for the extent to which the study material/study resources which you have produced has been used by others.

6 Scholarship of Teaching and Learning

The concept of Scholarship of Teaching and Learning (SoTL) means to develop a researching approach to one's teaching. This includes the continuous work to improve the conditions for the student's learning, and the exchange of experiences of teaching and learning between colleagues. The exchange can be within a specific subject or more general, as well as both local and international.

You should here account for how and to which extent you have engaged in collegial collaboration in regard to teaching and student learning, as, for example, your participation in education conferences in your field of study, publication of education-oriented articles, conferences on teaching and learning in higher education, subject-didactic publications and other forms of experience exchanges.

7 Pedagogical work and knowledge dissemination outside the university

Account for your pedagogical work which you have conducted outside the university. This may be knowledge dissemination about research and education to the surrounding community, as, e.g., science festivals or popular science publications.

You who have been active in environments outside the university and who, e.g., has experience of project management, personnel training or similar should account for this here. The contents of the education/training should be made clear in all activities that you bring up.

8 Other pedagogical qualifications

Here you account for other pedagogical qualifications that you consider to be relevant, as, for example, pedagogical prizes, study trips with a pedagogical purpose, pedagogical mentorships, collaboration around matters of teaching and learning and participation in pedagogical networks.

Here you also account for management work in the field of education, such as, for example, dean, head of department, programme coordinator or faculty programme director. Committee work with connection to educational matters provides a useful qualification. Account for work assignments and how you have worked. Describe which results your work has had for continued pedagogical development.

Select 1–2 examples which show how you work as responsible for other education missions. This can, for example, concern pedagogical development work or a mission as deputy head of department, programme coordinator or faculty programme director.

9 Enclosures

Account for the enclosures which you refer to in your pedagogical portfolio in a clear and transparent way. For example, you could readily use a numbered list of contents with a clear heading for each enclosure. All enclosures that you include should be referred to in your main text.

Enclosure I: Pedagogical expertise

A research basis and a scientific approach are important components in order to meet the requirements of a disciplinary foundation in our courses and study programmes. Pedagogical expertise presupposes, thus, a reflecting and critical approach regarding teaching, learning and pedagogical development work. Further, the pedagogical expertise builds on deep, broad and current knowledge within the field of study and also on issues concerning student learning and subject didactics.

In Figure 1¹ below, the complexity in the concept of pedagogical expertise is illustrated. Pedagogical expertise is expressed through successful teaching and development of the teaching, and through evaluations and student learning. The pedagogical expertise, thus, includes the capacity to plan, initiate, lead and develop education and teaching with the departure point in both general and subject-specific knowledge of student learning. Pedagogical expertise also includes the capacity to connect the teaching to research in the subject of interest. The development of the pedagogical expertise requires continuous interaction around matters of subject didactics and teaching and learning in higher education with actors both in and outside the university. In this way, the pedagogical expertise of the individual can contribute to the development of the pedagogical practice of others.

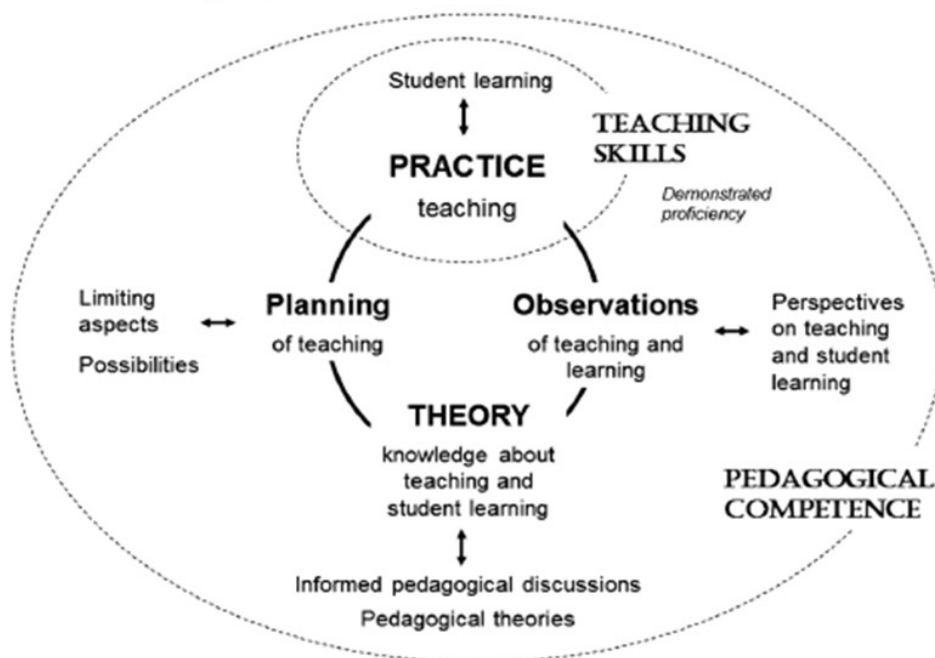


Figure 1. A model of pedagogical expertise.

¹ The model builds on theories on the Scholarship of Teaching and Learning, SoTL, and can be found in the report *Att belägga, bedöma och belöna pedagogisk skicklighet [Proving, assessing and rewarding pedagogical expertise]* (Å Ryegård, K Apelgren och T Olsson, Myndigheten för nätverk och samarbete inom högre utbildning (NSHU), 2010:118), page 118.