

COMPILATION AND EVALUATION OF THE TEACHING PORTFOLIO

The teaching portfolio is a document demonstrating the teaching skills, experience, merits and professional development of a university teacher. It is an official document in which educational experience and achievements are cited. Applicants for open positions are required to submit, in connection with the application, a teaching portfolio demonstrating their teaching skills. Applicants for professorships must submit the portfolio in English. The portfolio is one component of the application for the LUT researcher and tenure track career system, and it is utilized during the progression of one's career.

STRUCTURE AND CONTENTS OF THE TEACHING PORTFOLIO

The teaching portfolio comprises the content areas listed below, which do not necessarily have to be arranged in the same order. If you do not have anything to contribute concerning a certain area, you may leave out the topic entirely. In addition to the content areas described below, you may add your own areas that you wish to highlight or make known in particular. You may also enclose supporting documents for the information that you present in the text portion of the portfolio; in the text, please indicate that there is a related enclosure. The recommended length of the text portion is 4-7 pages plus the attachments (selected with discernment). The applicant's skills are under evaluation in the assessment, rather than the portfolio in itself.

Structure:

COVER SHEET: The applicant's name, degrees/qualifications, contact information and date

ABSTRACT (200 word maximum)

LIST OF CONTENTS AND ENCLOSURES

TEXT PORTION (recommended length 4-7 pages)

ENCLOSURES

Contents of the text portion:

PRACTICAL EXPERIENCE

Teaching experience, development of teaching, and other work experience supporting teaching

Describe your own teaching experience, roles and responsibilities. Present a list of the tasks performed, as a separate enclosure if necessary. Discuss the teaching and evaluation methods which you use, as well as your participation in curriculum development. Reflect on how you have advanced student learning and the achievement of set learning outcomes. What has been successful, and in what areas have you experienced challenges?

Describe how you have developed in your own teaching or have participated in teaching development activities (e.g. various development projects). What kind of cooperation have you had with colleagues concerning teaching and/or the development of teaching?

Discuss any other experience you have which would support the teaching work, for example experience from performing expert duties in your own research area, from company training, from continuing education, or from a hobby. What kind of teaching skills have these experiences supplied you with?

Production and use of teaching materials

Describe the kind of teaching materials (written or electronic) you use and how you have used them or plan to use them. Discuss the kind of teaching materials you have produced or plan to produce yourself, either independently or in collaboration with others. What type of goals or quality criteria have you set in the teaching materials which you have used or produced?

Guidance

Discuss your experience as a supervisor of studies and theses (for undergraduate and post-graduate students), including any experience as a reviewer or opponent of doctoral theses. How do you view your supervisory role and skills in various situations?

Management of teaching and education

Discuss your participation in the management of an educational program, department/unit, organization or network. Describe your role(s) as a manager of instruction or as a coordinator, and also describe actions you have taken in organizing local, national or international education. You may also reflect upon your efforts to develop education, learning and/or training policy.

MAINTENANCE AND DEVELOPMENT OF KNOWLEDGE AND SKILLS

Pedagogical training

Describe any teaching-related in-service training that you have attended concerning pedagogy and information and communication technology (ICT). Also describe other training related to teaching, leadership, or instructional development (long lists should be compiled in a separate enclosure). How have the trainings influenced your teaching? What plans and goals do you have for developing your teaching skills? Include the most significant certificates as separate enclosures.

Maintenance and development of teaching skills through other means

Describe any other means used for maintaining and developing your teaching skills. Have you conducted scientific research related to your teaching, and have you published the results in a particular forum? Also, discuss any work performed as an expert related to teaching or advising.

EVALUATIONS AND FEEDBACK

Student feedback

Comment upon how you collect student feedback and utilize it in developing the quality of your instruction. What kind of feedback have you received? You may present samples of feedback in a separate enclosure.

Peer feedback

Discuss any feedback or other documented testimonials and peer evaluations received from colleagues from a (possible) teaching demonstration which you gave. Reflect upon the significance of the evaluations from the standpoint of your work. Mention whether you yourself have been a peer evaluator, and if you have, tell about the aspects you focus your attention on.

Teaching awards and merits

Tell us about any awards or recognition which you have received for teaching merits. Describe other achievements that you also consider to reflect teaching merits. These might be, for example, publications and articles touching on teaching and learning, or a key note address or speech delivered at national or international teaching and learning conferences or events. Please present the most significant merits in (a) separate enclosure(s).

TEACHING PHILOSOPHY

Describe the guiding logic behind your teaching and the pedagogical approach you take. Describe how your teaching philosophy is reflected in your teaching, supervisory and development tasks. How would you characterize yourself as a teacher/supervisor? In your view, what is essential in teaching and learning?

Reflect upon how your pedagogical approach has developed. Who or what has influenced your way of thinking? Please analyze how your approach to teaching affects student learning outcomes.

EVALUATION OF TEACHING SKILLS

The Tenure Track Committee has decided that the skills demonstrated in the teaching portfolio can be evaluated within the LUT teaching and research personnel career system on the basis of the criteria in the rubric below.

In the LUT tenure track career system, teaching skills are evaluated using 5-7 criteria, in line with the decision made by the Tenure Track Committee.

In addition to the criteria mentioned below, the teaching philosophy described in the teaching portfolio is evaluated with respect to the following: description, support, and reflection of the pedagogical approach; the presence of the approach in the teaching; and the effect of the approach on the students' learning.

Criterion	Aspects under evaluation
1. Teaching experience	Number of years of teaching experience; teaching experience at a university, in continuing education, or outside of a university; management experience in teaching
2. Development of	Development of teaching knowledge and skills, participation in

pedagogical capabilities	pedagogical training, completion of pedagogical studies, support for development of teaching capabilities of colleagues and of the work community, utilization of peer feedback (in both receiving and providing it) in the development of teaching skills
3. Development and continuous renewal of teaching skills	Development of instruction (learning outcomes, teaching methods, learning evaluation methods) at course and program levels (e.g. curriculum development planning for the educational program); documentation, research and publications on development of teaching; management and support of development of teaching
4. Production and use of teaching materials	Use, evaluation and development of teaching materials generated in support of learning; pedagogical approach taken in these teaching materials; publishing of the materials for others' use
5. Supervision of theses	Experience in supervising and examining Bachelor's, Master's and doctoral theses; experience as a reviewer or opponent of doctoral theses
6. Supervision of studies	Experience in a) guidance of students and b) support for student progress in studies, as part of a course or in another context; development of supervisory skills and related activities; management of and support for development; documentation, research and publications on supervision
7. Quality of teaching	Feedback provided by students (applied proportionally on a scale of 1-5), public distinctions or awards for good teaching