

Teaching portfolio guidelines for clinical teachers

The Faculty of Health Sciences at the University of Southern Denmark

The teaching portfolio is a development and documentation tool for the role of *academic* in the seven medical doctor roles. The academic role is divided into *clinical, academic and educational* aspects and the portfolio relates to performing the teaching function.

1. Formal teacher training

Summary of

- Completed study programmes, e.g. Lecturer training programme or M.Ed.,
- Participation in higher education courses and workshops
- Participation in higher education conferences

GUIDANCE:

Formal teacher training means mandatory or elective study programmes with a focus on (university) teaching in general or specific topics such as e-learning or clinical supervision courses. General teaching courses for medical postgraduate education should also be included here.

There is a wide range of courses and study programmes in Denmark and abroad; see the *Development opportunities* annex. State the name, level and course content as well as the course provider and scope. Participation in educational conferences and meetings such as AMEE and DUN *without* presentations or posters should also be included here, but participation *with* presentations or posters, etc., should be included under point 4.

2. Administrative tasks relating to education

Summary of

- Participation in study programme-related councils and boards
- Tasks as head of studies or organiser of modules, courses or other parts of a study programme
- Administrative tasks relating to education outside the university

GUIDANCE:

Administrative tasks relating to education include formal tasks such as membership of boards of studies, lead external examiner, accreditation panel and subject coordination tasks (planning content and format for a number of teachers/teaching elements, preparation of information about the study programme, ongoing development initiatives) such as serving as head of studies, having responsibility for subjects or modules, or serving as coordinating associate professor for clinical matters.

The scope, nature and duration of the task must be specified, focusing on the outcome of performing the task in the form of quality enhancement of the study programme or personal professional skills development.

Administrative tasks relating to education outside the university, such as medical education consultant, sub-course leader or PUF associate professor, should also be included here.

3. Experience as a teacher, examiner and supervisor, including allocation of teaching awards, etc.

Summary of

- Teaching and supervision tasks specifying study programme, subject/module/parts of module and number of ECTS/hours
- Examination and marking tasks

GUIDANCE:

This point is based on ongoing records of all teaching tasks – a teaching CV. If the department concerned has templates, use them.

This includes a description of which study programmes (e.g. master's programme in medicine) and subjects/modules (parts of subjects/modules) have been taught, stating the number of ECTS (hours), times and number of students. Here, too, the type of teaching should be described (e.g. case-based teaching, lectures, skills training) and whether the teaching was shared with colleagues. If the teaching was carried out in another language than Danish, this should also be specified here. If special e-learning facilities were used (e.g. podcasts, digital portfolio, Wikis), these can be described here.

Tasks such as serving as supervision of bachelor projects and master's theses should be included.

This point also includes a statement of types of exams used (e.g. MCQ, essay, OSCE) and whether exam was digital. External examining tasks at other universities etc. should also be included here.

This part of the portfolio will usually be based on a continuous record of all activities in chronological order; it is advisable to start compiling this as early as possible in one's career in the same way as an academic CV. Special templates could potentially be used for such records. Relevant sections of the portfolio should be selected for specific purposes (e.g. job applications).

Distinctions such as awards for teaching, etc., should also be included here.

4. Methods, materials and tools

Descriptions of experiences with various

- methods of teaching and assessment
- supervision methods
- analogue and digital teaching materials, including original productions

GUIDANCE:

Like the previous point, this point is based on an ongoing record of teaching materials prepared and their use in teaching. These could be textbooks or chapters of textbooks, compendia and collections of exercises, as well as digital materials such as podcasts and videos.

Selected examples of innovative or otherwise outstanding materials can be included as files or links.

5. Educational development and applied research into teaching at university

Description

- Participation in educational development projects, specifying any allocated project funds. Indicate the grounds of the project, and its results
- Documentation of development projects in the form of reports and articles as well as posters and presentations at meetings and conferences
- Educational (applied) research projects
- Educational research training

GUIDANCE:

Educational development includes management of and participation in teaching development projects (e.g. development of podcast formats), specifying any allocated project funds (e.g. from an e-learning fund). Describe the reason for the project, and its results.

Documentation of educational development projects and educational (applied) research projects in the form of internal reports, academic articles as well as posters and presentations at meetings and conferences should be included in the same way as other academic activity. Describe inter-institution (international) collaboration on educational development.

Educational research training can also be included here.

6. Reflection on your own teaching practice and future development¹, including student evaluations

- A summary of the main features of your previous teaching practice together as well as thoughts on your own future development in relation to teaching responsibilities ahead
- Reflections on how you have developed your teaching practice based on student evaluations and in interaction with students and colleagues
- Other university teaching issues that you consider important

GUIDANCE:

This point is a personal reflection on the previous five points and should therefore be reviewed regularly, e.g. for annual staff development interviews or for use when applying for jobs.

This includes a summary of the key features of your previous teaching experience and competencies regarding methods of teaching and assessment, study programme administration and study programme development, and a reflection on further potential development, both on a personal and an institutional level.

This also includes a statement of how you have developed your teaching practice based on student evaluations and other evaluations, and in interaction with students and colleagues. It would be useful to include samples of student evaluations here as well.

General university teaching issues that you consider important in relation to your teaching can also be discussed, preferably in relation to the specific context, e.g. a job application.

¹ Supplemented by collected examples, e.g. for use as course activity