



GUIDELINES FOR THE DOCUMENTATION OF PEDAGOGICAL QUALIFICATIONS

Portfolio of pedagogical qualifications

A portfolio of pedagogical qualifications is a systematic compilation of pedagogical qualifications for the purpose of promotion, recruiting and career planning. These guidelines are one way of supporting and increasing the merit value of pedagogical work, thereby creating an incitement to improve the quality of undergraduate and post-graduate education. These guidelines may be used by all who wish to document their pedagogical qualifications.

Purpose

The purpose of a portfolio of pedagogical qualifications is to provide a basis for the assessment of teaching skills. This is important, not least when considering that the Higher Education Ordinance (Chapter 4, Section 5) states that “as much attention shall be given to the assessment of teaching skills as to the assessment of academic skills.” In accordance with Umeå University’s pedagogical action programme (established in 2002), university pedagogical competence, commitment and skills have an explicit merit rating for posts that involve pedagogical work. In order for an assessment to be made, qualifications must be documented. These guidelines are to be used as far as possible for the documentation of pedagogical qualifications.

Content

A portfolio of pedagogical qualifications must include self-reflection and an account of teaching experience, teacher training and in-service training, pedagogical development work, education planning and administration, evaluation of teaching, research on education and other pedagogical qualifications. When the qualifications portfolio is to be used for a specific purpose, a compilation of pedagogical qualifications is made. The compilation must then contain a relevant selection of pedagogical qualifications and self-reflection supported by this compilation.

Self-reflection

This is a description of the teacher's basic pedagogical outlook and pedagogical work, i.e. the starting points, goals and frameworks that influence the teacher in his/her work. What strategies and methods are used in his/her pedagogical work? What are the teacher's views on knowledge, learning and the teacher/student relationship? How has the teacher developed pedagogically? Describe whether, and if so in what way, aspects such as equality, gender, equal treatment have been integrated into the teacher's own teaching. This section must not be longer than 4 pages and must include visions of the future and a statement of intent regarding pedagogical work.

A selection of the teacher's pedagogical experiences may be used as a basis for the section on self-reflection. For example, course development work with comments on concrete issues: syllabus, timetable, course instructions, execution, examination and results and follow-up of course evaluations. Also include examples of things that did not go so well, e.g. not so successful experiences and what was learned from them.

Teaching experience

This section describes the teacher's teaching experience from:

Undergraduate education

- Scope, time period and level
- Experience of planning, execution, examination and evaluation
- Experience of different forms of teaching (lectures, seminars, demonstrations, laboratory work, clinical teaching, field or group teaching, supervision of degree projects, level C and level D papers, etc)
- Experience of different student groups (Swedish/international, homogeneous/heterogeneous, large/small)

Postgraduate studies

- Experience of planning, execution, examination and evaluation of postgraduate courses
- Supervision of doctoral students (degree of responsibility and time of the public defence of the thesis)

Teaching experiences from educational environments other than the university, or in languages other than Swedish, should be included here.

Examples of documentation: certificates or testimonials from the department concerned (head of department or director of studies) and from other places of work.

Teacher training and in-service training

This section presents the teacher's formal teacher training and his/her participation in study trips or conferences with a pedagogical aim. For example:

- Courses and seminars in university pedagogics
- Teacher training for public education
- Academic studies of pedagogics
- Other courses and seminars with a pedagogical content
- Study trips, pedagogical conferences

Examples of documentation: course certificates, grade certificates, university course certificates and reports produced in connection with teacher training.

Pedagogical development work

This section presents the development and innovation of teaching materials or new courses, and participation in development projects with a pedagogical aim. For example:

- Teaching materials (books, compendia, self-instruction materials, films, video and audio productions etc).
- Course and programme development
- Pilot schemes and development projects
- National and international pedagogical cooperation

Examples of documentation: teaching materials independently produced by the teacher, project plans, conference abstracts, syllabi, applications (title only) for funds for course development, and funding decisions, certificates and statements.

Education planning and administration

This section presents education planning and administration (both independently and in cooperation with others). For example:

- Duties such as director of studies or the equivalent, management group responsibilities, student guidance officer, course coordinator or the equivalent (scope, time period and duties should be specified)
- Introduction of new teachers
- Evaluations and investigations (programme evaluations, studies of throughput)
- Board and other committee work (duties, scope etc.)

Examples of documentation: certificates, appointments, investigations, reports, written communications.

Assessment of teaching performance

This section presents examples of how students, or others, have regarded your teaching performance:

- Evaluation results from students, colleagues or others
- Pedagogical distinctions, prizes, rewards, scholarships (include the statement of reasons)
- Reports from the head of department or director of studies.

Examples of documentation: compilation of course evaluations, prizes, reports and testimonials from the department concerned (head of department or director of studies) and from other places of work.

Research on education

This section documents any research on education which was not accounted for under academic qualifications, and received project funding (state what kind of work, scope and degree of independence).

Examples of documentation: research reports, articles published in academic journals, funding decisions and opinions from references.

Other pedagogical qualifications

This section can include consultancy, contacts and cooperation with student organizations or active participation in pedagogical discussions.