Pedagogical portfolio at KTH

Stockholm KTH, 23 June 2016

Appendix A

**Pedagogical portfolio**

Pedagogical proficiency is assessed at KTH with the same care as proficiency in research for employments and promotions. The pedagogical portfolio described below is an excellent way to account for pedagogical proficiency and pedagogical merits and is to be used by all KTH employees. Applicants who are not employed at KTH are also recommended to use the portfolio.

The KTH pedagogical portfolio has been designed to be clear and natural to work with. The portfolio has also been designed to facilitate expert assessments of the applicant's pedagogical expertise based on the merits presented and discussed.

Pedagogical proficiency requires extensive teaching experience. However, it is important to note that pedagogical proficiency is primarily proven based on education quality rather than quantitative measurements. For this reason, it is important to provide documents such as course analyses.

The merits included in the portfolio shall be certified using relevant documents from courses, transcripts, or statements from colleagues with insight into the activities. References who can verify your proficiency, along with up-to-date contact information, can also be used to certify the merits. The pedagogical portfolio shall consist of 6–12 pages, excluding appendices.

**Writing tips**

• The limited space means that it is important to bring out the core of your pedagogical work, rather than just listing your experiences.

• Follow the template described below. Remember to account for *what* you have done, but also *how* you have worked with the planning, delivery and evaluation of teaching and learning/education, as well as *why* and what *results* have been yielded.

• Depending on where you are in your teacher career, it is only natural that the length of your accounts varies between the different points in the template.

• The independent pedagogical expert may not be an expert within your subject area, which is important to remember when you account for your pedagogical practice. Also, remember to be explicit with the particular challenges related to teaching and learning in your subject area.

**Assessment of teacher proficiency**

A description of the standards used at KTH in the assessment of pedagogical proficiency can be found in the appendices to the appointment procedure.

**TEACHING PORTFOLIO**

The following numbering corresponds to the numbers found in the CV template for teachers used by KTH.

4.1 Your teacher profile

Give a brief description (approx. half a page) about yourself, your subject area, your teaching activities and your underpinning beliefs on teaching and learning.

4.2 Experiences as teacher within undergraduate- (bachelor and masters) and graduate (doctoral) education, as well as further education.

*Teaching*   
You shall account for the extent and the range of your teaching experiences. You have the opportunity to further describe and thus make visible the quality of your pedagogical work under point 4.5. Account for your teaching within the courses at bachelor- master and doctoral level, as well as within further education. If you have an extensive teaching experience, you can limit the report to the courses you have mainly been teaching in the last ten years.

For each course, you are to indicate: year, university, course designation (course name and course code where available), level, number of credits, number of participants, teaching formats and examination formats. Account for the extent of your teaching in each course, and describe your role in this course (e.g. examiner, course co-ordinator/course director, lecturer, guest lecturer, teacher in a practical subject, laboratory supervisor). Also state what types of course evaluations including formative and summative forms, (e.g. course evaluation board or course survey) that you have used.

*Production and development of teaching and learning material*  
Account for the course material that you have been involved in developing. Describe your own role in this work. Educational material refer to textbooks and contributions to these, course literature, laboratory guides, practice guides and similar. Account digital resources under the title “e-learning”.  
  
*Educational administration and leadership roles*  
Account for the leadership/administrative roles/responsibilities related to education that you have had. This include being programme director/director of study programs at bachelor, master or doctoral level (or equivalent), directors of studies or similar. Also account for other kinds of activities/responsibilities associated with educational matters, such as memberships in university boards or other committee assignments.

Indicate tasks, time period and scope for each position/assignment. Verify through references.

*Collaboration within study programme*

If you are responsible for compulsory courses within a study programme, then state in what way you are collaborating with the programme management. Also account for participation in programme-wide meetings regarding matters such as programme development and coordination of assessments/examinations. Verify through references.

*Teaching of general skills*  
In what ways have you worked with the integration of general skills into your courses/your teaching? This may relate to the training of: study techniques; practising written and verbal communication; collaboration; leadership; project work skills, or use of general ICT tools in the form of word processing, presentation, calculation or mathematics computer software. Account for any contributions you may have made to the development of content based on; the engineer competency framework CDIO, into study programmes.

*Supervision at first and second cycle level*

Account for degree projects at bachelor or master level that you have supervised, account for the ten most recent. For each project, state year, university, name of project, level, number of credits as well as the student's name. You must clearly describe your role and the scope of your involvement as supervisor. State who has been the main supervisor and the name of the examiner.

*Supervision at third cycle level*

Account for supervision at doctoral level in the same way as for the degree projects in the previous section. If you have been a de facto main supervisor, but not the formal one, this is to be verified through certificates.

*Pedagogical activity outside the higher education institution*

If you have had educational roles or taken part in educational activities outside higher education, for example within further education or presentations at conferences on teaching and learning, these shall also be presented. This also includes leadership, staff training or similar. Remember to verify your qualifications with certificates from employers and references.

*General public presentations*

The universities' mandate includes collaboration with the society and providing information about their activities as well as ensuring that benefit is derived from their research findings; often referred to as ”the university’s third mission”. Account for your contributions, such as lectures, media and internet features, debate articles and production of written popular science material.

*Development of e-learning resources*

Give an account of the ICT tools you have developed and used for teaching and learning purposes. These may for example consist of interactive course websites, recorded lectures that have been published online, web-based assignments or examinations.

*Other pedagogical merits*Account for other teaching merits here, such as education awards, study trips for the purposes of developing education/teaching-learning, mentorship connected to education, national or international collaborations and publications in the field of education/teaching and learning, contacts or collaboration with student organisations and participation in teaching and learning networks.

4.3 Theoretical knowledge

*Describe your insights into theory and research on teaching and learning*

Pedagogical competence refers here to the knowledge, skills and approaches related to the facilitation of students’ learning. Pedagogical competence includes the planning, delivery and evaluation of learning, teaching and education, and thus encompasses more than teaching proficiency.

Give a brief account of the most important insights on teaching and learning in higher education that you have gained from studying pedagogy/science of education. This may relate to different topics within the science of education, such as methodology, learning psychology, subject specific pedagogy or course design. Feel free to put this knowledge in perspective to the knowledge and skills you have previously acquired based on your own experiences in various learning environments.

You will be given an opportunity to reflect on these insights in relation to your own teacher activities under the points 4.4 –4.6. below.

*Higher education courses in teaching and learning*

List the courses in teaching and learning that you have completed. For each course, indicate: year, university, course designation (course name and course code where available), number of credits, as well as goals and aims for the course. Attach course certificate with passing grade for each course.

Knowledge acquired in other ways and that corresponds to teaching and learning courses shall be described in a similar way. Explain why this knowledge should be considered equivalent to teaching-learning courses. Verify through certificate or equivalent document.

4.4 Approach

**As a teacher**

Give a detailed account of your underpinning view on teaching and learning, and your practice as a teacher in higher education. You should make explicit how you problematize and reassess conditions, values, methods and results related to your teaching and learning/pedagogical practice and thus make visible your reflective approach.

Be specific and exemplify in a concrete way to make visible how your underpinning view of teaching and learning is expressed in your pedagogical practice. Account for the ways in which theoretical constructs and research into teaching and learning in higher education are integrated in your underpinning view, practice and values.

You may describe what you do to accommodate student diversity like variations in pre-knowledge, various cultures or background and possible student disabilities.

**As a supervisor**

Describe how you work as a supervisor and your view of the supervisor role. Relate your approach to theory and research as well as established experience. Please exemplify based on your work that you accounted for under point 4.2.

4.5 Proficiency as a teacher

Account for your proficiency as a teacher within all levels of higher education based on your experience, your pedagogical training/courses, your reflections on teaching-learning and your development as a teacher within your context. Connect this account to the account of your teaching that you gave under point 4.2 “Experience as teacher” above. If you have extensive teaching experience, you should focus on central and representative courses.

Remember to verify your contributions with course analyses. Other certificates verifying your teaching proficiency can also be attached.

*Teaching*  
Describe your teaching within a few central courses. For each course, indicate your role as a teacher, the aim of the course, learning outcomes/objectives and content, student background, design, modules, teaching methods and forms as well as the assessment and examination form. Describe your own role in the course and the development of the course design. Make visible how you utilise your subject knowledge when teaching. One suggestion is to do this based on learning outcomes and subject content as stated in the course syllabi.

Give an account of how your teaching in these courses ties into current research within the subject. Give an account of how you carry out formative and summative course evaluations and the results of these. Attach course analyses. Describe the main results from these – what has been successful, and what has been less successful? Give an account for how you have used course evaluations to change and develop upcoming courses. Bad experiences may also be important – please give a few examples of how you work with these.

Course development over time is a central aspect – tell us how you work with that.

*Production and development of teaching-learning material*Comment on the teaching material that you have developed or been part of developing. If possible, attach material to certify the quality of your work. This material may consist of comments from students and other teachers.

*Administration and management of education*  
Account for any work you have done relating to the administration and management of study programmes and describe the results in terms of continued development of education, and teaching and learning.

*Collaboration within study programmes*Give an account of important results of your collaboration within the study programme. What does it mean for the quality of your courses and the study programme as a whole?

*Teaching general skills*  
Describe how you have designed the general skills elements found in your courses, how they constitute part of a proficiency progression within the study programme or another context as well as the results achieved in your courses.

*Supervision at first and second cycle level*Describe your view of the role as a supervisor within bachelor and master level and how you implement it in connection to the degree projects mentioned. Please indicate references that can verify the quality of your contribution.

*Supervision at third cycle level*  
Describe your view of the role as a supervisor in doctoral education and how you implement it in connection to the licentiate and doctoral theses mentioned. Please indicate references that can verify the quality of your contribution.

*Educational work outside higher education*

Give an account of in what ways the educational work you have carried out outside higher education may be of pedagogical value.

*General public presentations*

Explain the purposes of these presentations and discuss in what ways the purposes were achieved. The popularisation of science may be considered difficult– describe your special skills regarding this, and how you would go about popularising an academic text.

*Development of e-learning resources*

Describe the extent to which the students’ learning can be supported via the digital tools you utilise. Also describe if/how this has made the work more effective. Discuss whether there have been any conflicts between effectiveness and the promotion of student learning when e-learning resources have been utilised.

*Other pedagogical merits*Where applicable, describe how you yourself have developed as an educator in connection to these activities.

4.6. Educational development  
  
Educational development has a future prospect. Describe your development as a teacher and how you want to continue developing teaching-learning in higher education.

Discuss what has been decisive so far for your pedagogical development. What kind of developments and changes have you implemented in your teaching? Have you participated in any educational development projects? If so, then state the incentive and purpose of the changes as well as the course, level, scope and possible financiers. Describe efforts and results. Attach and comment on related material, such as course analyses or project reports.

What are your educational visions? Talk about how you plan to develop your future teaching and pedagogical competence.

Appendices

Attach any appendices that you are referring to in your teaching portfolio. Also give an account of these in an opening table of contents – number and write a title for each appendix. All appendices mentioned in the teaching portfolio shall be referred to.

**Assessment of teaching portfolio  
at KTH[[1]](#footnote-1)**

Appendix B

**Assessment of proficiency as teacher at KTH**

In the assessment of pedagogical competence, it is desirable to base this on a clear and nationally recognised *definition of pedagogical competence* as well as clear and concise *assessment criteria* associated with the definition. The assessment at KTH is in turn made on the basis of the *pedagogical portfolio*, in which the teacher has documented and described their teaching proficiency, and of the employment profile that the applicant must relate to. Instructions concerning the pedagogical portfolio can be found at the KTH website.

This text is intended as an introduction and a guide to the assessment of pedagogical competence at KTH. Pedagogical competence is defined and assessment standards/criteria provided. For a more detailed description of the main principles that are currently applied nationally, see the report ‘Documenting, Assessing, and Rewarding Pedagogical Competence - perspectives from a national Swedish research and development project (Ryegård et al)’.

**How important is pedagogical competence?**

Qualifications in pedagogy are required for all teachers within higher education in Sweden. The requirements for pedagogical competence are regulated in the Higher Education Ordinance as well as in local university policies and regulations. This means that it is highly important to assess a teacher's pedagogical competence with accuracy based on the established principles.

The KTH appointments procedure states that pedagogical and scientific proficiency constitute an admission requirement for associate professors and professors. In order to be eligible for a promotion to associate professor, you must also have formal education in teaching and learning in higher education. In regard to employment as a professor, the procedure states that pedagogical competence must be demonstrated within certain areas, and that this is done “for example through education in teaching and learning in higher education”. The admission requirement applies to academic and teaching proficiency separately. Large shortcomings within one of these areas cannot be compensated for through great proficiency within the other.

As a consequence, while the need for detailed and qualified assessments of pedagogical competence is increasing, it gives rise to questions about such assessments. How to conduct them? What is the starting point of the assessment? Which grounds for assessment are relevant? What criteria shall be applied?

**Who can assess pedagogical competence?**

Academic and teaching proficiency shall be assessed with equal care, meaning that each assessment shall be carried out with the same degree of expertise. This entails the appointment of a special education expert: either a person who is assigned to this as a separate task, preferably a person with particular knowledge and experience of teaching and learning in higher education[[2]](#footnote-2), or one of the academic experts, who is assigned to this as a supplementary task. This should be a person with particular knowledge of teaching and learning in higher education.

A pedagogical expert in this context is someone who is well versed in the theory and practice of teaching and learning in higher education. Hence, their subject background is not the determining factor; instead, it is a matter of being familiar with the activities that are being assessed. This means that an education expert does not necessarily need the same subject background as the teacher whose pedagogical proficiency is being assessed. It also means that researchers in subject specific pedagogy do not automatically meet the requirements to be pedagogocal expert opinioners: it is not education as a discipline that is to be assessed, but the professional practice of being a teacher within the higher education system.

**What is pedagogical competence, and how is it assessed?**

Pedagogical competence refers to the quality of a teacher's competence. It is important to be aware that pedagogically competence goes beyond the range of teaching experiences.

The pedagogical proficiency is thus something more than just the number of teaching hours a teacher has delivered. The pedagogical competence also refers to something more than teaching proficiency. It includes the entire teaching process, from planning and delivery to evaluation, feedback and development. In this case, teaching proficiency refers to how well a teacher carries out the actual delivery, i.e. in a teaching situation. Within pedagogical competence, teaching proficiency is an important component, but it also include pedagogical awareness, a development propensity, an ability to cooperate, an ability to contribute to the development of colleagues and of the teaching and learning in higher education.

When assessing pedagogical competence, focus shall be placed on the quality of the teacher's work. If the documentation in the teacher portfolio has not been formulated in a way that allows for an assessment of quality, the applicant shall be provided with an opportunity to supplement it. The pedagogical contributions of teachers make up their pedagogical merits. These are what the teachers present as a basis on which to assess their pedagogical competence. The pedagogical competence relates to the way in which the teacher has completed their pedagogical tasks/teacher mission.

It is essential to separate teaching merits from pedagogical competence in the assessment. Extensive teaching merits are not in and of themselves proof of demonstrated pedagogical competence. The central aspect of assessing pedagogical competence is the extent to which the teacher has been working in a way that promotes the students' learning, and the self-awareness with which the teacher is able to reflect on their methods and choices.

**Assessment criteria**

The assessment of pedagogical competence at KTH is based on the teacher's documentations and reflections in the Teacher Portfolio. The assessment should be based on all of the standards/criteria below. However, the criteria is comprehensive and need to be weighed and applied in accordance with the requirements of to the specific position/promotion. Thus, not every applicant can be expected to fulfil a high level attainment for all aspects/criteria – particular strengths in some areas may compensate for less merits in other areas. In that case, the advertisement of the position will guide the weighing.

One fundamental rule is that pedagogical competence is normally of equal value to proficiency in research; meaning that if one applicant is assessed as highly pedagogical competent this person may be ranked higher than another applicant with slightly greater scientific proficiency.

**Assessment criteria:**

1. An approach that promotes learning.

2. Scientific establishment and approach.

3. Broad and current subject knowledge.

4. Knowledge of teaching and learning.

5. Awareness of intended outcomes and conditions.

6. Holistic view.

7. Teaching proficiency.

8. Striving towards continual improvement.

9. Proficiency in educational leadership and administration.

10. Collaboration with others and external contacts.

Each criterion are specified further with a number of indicators as described below. These indicators are to be seen as examples of what each criteria include. Of course, not every applicant can show evidence of all indicators, and there may be other indicators in addition to those mentioned.

**Assessment criteria indicators:**

**1. *An approach that promotes learning***   
May for example be indicated by in what ways the teacher shows evidence of:

• Working in accordance with a reflected view on teaching and learning in higher education.

• Being knowledgable regarding learning processes and how to promote learning and critical thinking.

• Understands the respective roles and responsibilities of teachers and students.

• Clarifies his/hers starting points to the students.

• Is striving to establish a favourable contact with all of the students.  
• Creating a positive learning environment during class.

• Finding out what kind of conditions (incl. learning styles) and prior knowledge the students have

adapting the planning and delivery of teaching to the students.

• Helping the students develop sound study strategies.

• Encouraging self-directed learning.

• Listening to the students' opinions and take these into consideration when developing. teaching/courses/programmes.

• Continuously developing their knowledge, for example through teacher training or teaching conferences.

**2. *Scholarly approach***

May be indicated by the teacher:

• Planning their teaching based on what research on teaching and learning has shown to promote learning.

• Staying up to date on research concerning subject specific pedagogy and student learning within their own subject area.

• Relating their teaching to current research results within the subject area.

• Keeping a reflective and critical approach to and in their teaching.

• Striving towards a critical and reflective approach in their students.

• Investigating and evaluating their own teaching and their students’ learning, reflecting on this and using the results to improve their own practice.

• Doing educational development work.

• Communicating best practices concerning for example models and results from the development of teaching and assessments/examinations by continously contributing to conferences, seminars or publications of teaching and learning or in pedagogy, thereby exposing own pedagogical work for peer scrutiny.

• Writing about teaching and learning, and education in educational literature/journals.

**3. *Broad and up-to date subject knowledge***

Indicated by the teacher:

• Having good knowledge of the subject and using this to reflect on what and how the students are to learn and why.

• Continuously updating their knowledge.

• Following the research developments within the subject, for example through journals and/or conferences, renewing or producing teaching material and are updating course literature based on this.

**4. *Knowledge of teaching and learning***

May be indicated by the teacher:

• Having a broad repertoire of student-activating teaching and assessments/examination forms that are practiced adequatelly.

• Being well-versed in the different part of the teaching process.

• Being well-versed in various assessment/examination and evaluation methods.

• Making constructive alignment between learning outcomes, teaching-and learning activities and assessments and examination. Adapting the teaching to support in the best possible way that the students learn, and designing examinations that make possible for the students to make visible how they have attained the intended learning outcomes.

**5. *Awareness of intended outcomes and conditions***

Indicated by the teacher:

• Design teaching and learning that are aligned with the overall learning outcomes of the whole study program.

• Being familiar with the working-life for which the students are being prepared, for example in the case of professions education.

• Being familiar with the course syllabus and the curriculum and adapting their teaching accordingly.

• Verifying that the learning outcomes in the course syllabus and curriculum are attained by the students.

• Adapting the course content and teaching-learning methods to, available resources and contextual demands.

• Discussing the learning outcomes and the contextual conditions with the students.

**6. *Holistic view***

May be indicated by the teacher:

• Explaining to the students how their part fits into the students' education in general as well as in relation to earlier and later courses, thereby contributing to establishing coherence throughout the programme.

• Contributing to establish coherence between different modules of a course.

• Collaborating with other teachers to develop the course as a whole.

7**. *Teaching proficiency***

May be indicated by the teacher:

• Being an appreciated teacher with the ability to carry out engaging and valued teaching of high quality at different higher education levels and within a broad field of knowledge.

• Being capable to use different forms of student-activating methods, and using these adequately.

• Adapting the methods to the needs of the students and to what is known to promote learning.

• Structuring the content adequately in relation to the students, providing an overview of the content within the course and within the specific teaching-learning occasion.

• Developing the students': knowledge, understanding, abilities, skills and attitudes through constructive feedback at the appropriate time.

• Using different forms of assessments and examination in a relevant manner.

• Developing teaching material or writing textbooks.

**8. *Striving towards continual improvement***

May be indicated by the teacher:

• Working to continually develop their teaching and assessment as well as their own teacher role

•Developing their knowledge, for example through courses in pedagogy or teaching and learning conferences.

• Using student surveys and course analyses in a meaningful way to promote their own development as well as that of the course.

• Continuously developing courses and teaching.

• Utilising the students' opinions to develop teaching.

**9. *Proficiency in educational leadership and administration***

May be indicated by the teacher taking on leadership responsibilities related to education and completing them with good results, and in doing so:

• Encourages and promotes collaboration and inclusion.

• Strives to provide clear information and to facilitate effective communication between colleagues.

• Contributes to creating conditions favourable for educational development and teaching-learning discussions.

• shows evidence of being an appreciated educational leader.

• Practice educational leadership in roles such as course co-ordinator/programme director, director of studies, thus influencing and developing courses and programmes other than their own teaching.

• Utilising the educational leadership to contribute to the development of their colleagues.

**10. *Collaboration with others and external contacts***

May be indicated by the teacher:

• Following the developments within upper secondary education and the consequences for higher education, developing their teaching accordingly.

• Collaborating well with teacher colleagues and administrative staff.

• Discussing their teaching and educational development with their colleagues.

• Contributing to the development of fellow teachers by sharing knowledge and experiences.

• Continuously developing the learning outcomes of the course and the programme in relation to changes in society, environment and working life, and based on stakeholder wishes in terms of what the students need to know.

• Participating in the public debate on the purpose of higher education and matters relating to teaching and learning in a higher education context.

• Contributing to the education of society and in popular science contexts.

References:

**Literature:**

Ryegård (ed.) et al., *Att belägga, bedöma och belöna pedagogisk skicklighet*, see <https://gupea.ub.gu.se/bitstream/2077/22232/1/gupea_2077_22232_1.pdf>

**Links:**

UU - <http://www.uadm.uu.se/upi/arkiv/rapporter/Att%20bedoma%20pedagogisk%20skicklighet.pdf>

UU - <http://regler.uu.se/Detaljsida/?contentId=14251> .

1. A large part of the texts included in this document are taken from the work with teaching expertise of other universities, see reference list at the end of the document. [↑](#footnote-ref-1)
2. An up-to-date list of experts educated/experienced in the assessment of pedagogical merits can be obtained by sending an e-mail to: [hp-ece@kth.se](mailto:hp-ece@kth.se) [↑](#footnote-ref-2)