



LUND UNIVERSITY

The teaching portfolio – a way to advance towards SoTL

Larsson, Maria; Pelger, Susanne

2018

Document Version:

Publisher's PDF, also known as Version of record

[Link to publication](#)

Citation for published version (APA):

Larsson, M., & Pelger, S. (2018). *The teaching portfolio – a way to advance towards SoTL*. Abstract from ISSOTL18, Bergen, Norway.

Total number of authors:

2

General rights

Unless other specific re-use rights are stated the following general rights apply:

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal

Read more about Creative commons licenses: <https://creativecommons.org/licenses/>

Take down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

LUND UNIVERSITY

PO Box 117
221 00 Lund
+46 46-222 00 00

The teaching portfolio – a way to advance towards SoTL

In the literature on teaching and learning many examples are found of how reflection can be used for learning and development. Some of them deal with how teachers can gain insights about teaching and learning through the writing of a teaching portfolio (e.g. FitzPatrick & Spiller, 2010; Jones, 2011; Trautwein et al., 2015). However, studies on what such insights may actually bring into teaching practice are scarce. Our intention was therefore to explore what impact teachers' writing of a teaching portfolio can have on their practice and professional learning (Pelger & Larsson, 2017; Pelger & Larsson, 2018).

The study was conducted through a questionnaire, where 26 academic teachers answered open-ended questions about the possible insights, effects on teaching practice, and effects on collegial exchange that the portfolio writing entailed. The teachers came from three faculties at Lund University – Engineering, Science and Social Science – and, as a preparation, all of them had attended a workshop on portfolio writing. In their responses, a majority of the teachers reported on insights they gained through the writing of a teaching portfolio, and how these insights contributed to changes in teaching practice. Some of them also described changes in their collegial exchange and the way they talk about educational issues with colleagues.

In our presentation we will show examples of the impact that the teachers experienced that the writing of a teaching portfolio had. Based on Kreber's (2002) three competence levels, *excellence*, *expertise* and *scholarship of teaching and learning*, we will discuss how the impacts reflect academic teachers' professional learning and development. We will also discuss the potential of using reflective portfolio writing as a tool for change in an emerging academic community of practice characterised by a scholarly approach to teaching and learning.

References

- FitzPatrick, M.A. & Spiller, D. (2010). The teaching portfolio: institutional imperative or teacher's personal journey? *Higher Education Research & Development*, 29(2): 167–178.
- Jones, E. (2010). Personal theory and reflection in a professional practice portfolio. *Assessment & Evaluation in Higher Education*, 35(6): 699–710.
- Kreber, C. (2002). Teaching Excellence, Teaching Expertise, and the Scholarship of Teaching. *Innovative Higher Education*, 27(1), 5-23.
- Pelger, S. & Larsson, M. (2017). Den pedagogiska portföljen – en väg mot ett kvalificerat akademiskt lärarskap. In: Pelger, S. & Santesson, S. (Eds) *Kompetensportfölj för dokumentation, reflektion och progression*. (s. 89–107). Lund: Faculty of Science, Lund University.
- Pelger, S. & Larsson, M. (2018). Advancement towards the scholarship of teaching and learning through the writing of teaching portfolios. *International Journal for Academic Development*, doi:10.1080/1360144X.2018.1435417
- Trautwein, C., Nückles, M. & Merkt, M. (2015). Complex dynamics in academics' developmental process in teaching. *Higher Education Research & Development*, 34(3): 641–657.

