

## Guidelines for teaching portfolio, Faculty of medicine

The recommendations below are based on the Regulations concerning appointment and promotion to teaching and research posts<sup>1</sup> and Rules for assessing pedagogical competence at University of Bergen (UoB)<sup>2</sup>.

A teaching portfolio usually consists of three main parts:

- A **teaching CV**: a systematic and chronologically organized resume of the educational roles you have had. See template for a suggested structure.
- A short **teaching philosophy statement/reflective essay**: This is a text where you describe and reflect on your teaching experiences, the achieved results of your teaching, other educational work experiences you have had and how you work to develop your teaching and supervision. Your reflections should link your experiences with research based knowledge about teaching and learning in higher education. It might also include topics such as reflections on your educational role(s), what characterizes learning and quality teaching in your specific subject and context, rationale behind the methods and strategies you use, strengths and areas for improvement etc. The essay should be approximately two pages long.
- **Appendixes/documentation**: For example course certificates or diplomas, documentation of attendance (and program) from seminars and conferences you have been to, conference papers or scientific articles, project reports, evaluation reports, recommendations, awards etc. Makes sure all these forms of documentation is related to teaching and learning in higher education.

Your teaching portfolio should be approximately 3-6 pages long (appendixes come in addition). See our suggested template for a teaching portfolio here.

A teaching portfolio can be developed as a collection of regular word or pdf files or you can create a digital portfolio. MittUiB (Canvas) has a function under “account” where you can create an e-portfolio. There are also other more sophisticated digital platforms you may use.

*Please note* that if you are considering applying for the status as Excellent Teaching Practitioner (ETP) you should follow the guidelines included in the call for applications.

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<sup>1</sup> <https://lovdata.no/dokument/SF/forskrift/2006-02-09-129>

<sup>2</sup> <https://regler.app.uib.no/regler/Del-3-Personal-og-HMS/3.1-Personalforvaltning/3.1.2-Regler-om-tilsetning/Regler-for-vurdering-av-utdanningsfaglig-kompetanse-ved-UiB>

## Teaching CV - template

1. *Teaching experience at bachelor level.*  
Listed chronologically. Include information about course, program and institution; approx. hours/days of teaching; keywords for subject/topic; group size and teaching format (lectures, group-based teaching, labteaching, TBL, PBL, simulation, clinical teaching, digital teaching etc.)
2. *Teaching experience at master level.* Details as above. If you teach at a professional degree program such as in medicine or dentistry you may want to merge pullet point 1 and 2.
3. *Teaching experience at ph.d level.* Details as above.
4. *Other teaching experiences.* Details as above.
5. *Experience with student supervision and/or mentoring at BA, MA and PH.D level.* Include details about the number of students you have supervised, when, your role (main supervisor, cp-supervisor, mentor or other) and program/institution.
6. *Assessment.* Include details about course, program and institution, field/discipline, type of assessment and your role (making OSCE-assignment, external examiner, examiner on written or oral exams, producing MCQ-assignments, portfolio assessment, formative and/or summative assessments, etc.)
7. *Curriculum work and educational project work.* State information about type of work, when, context, and specify your role and responsibilities in the work.
8. *Educational leadership.* Include descriptions of when, where, how long and main responsibilities.
9. *Production of learning resources,* books or digital resources.
10. *Awards and honorary distinctions* for work in education
11. *Formal pedagogical training* for the higher education context. Courses, seminars, workshops or other types of faculty development initiatives you have attended. You may also list other sources of pedagogical competence such as educational conferences you have attended, meetings, networks etc.)
12. *Educational research, communication and evaluations.* List any publications you might have focusing on your teaching or students learning or talks you have given about educational related issues. Evaluations of you as an educator or of your teaching/course.