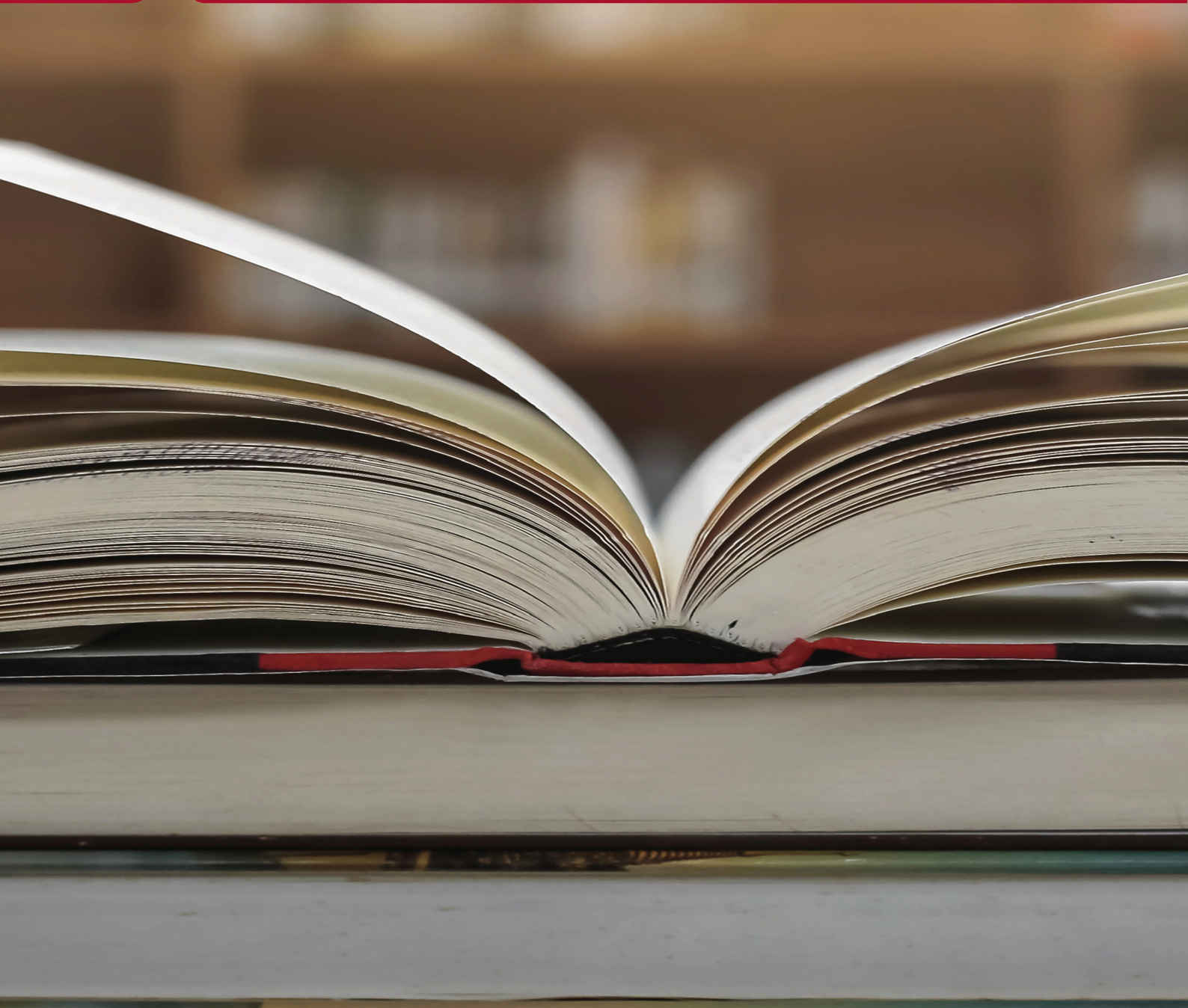




# UFS TEACHING PORTFOLIO TEMPLATE



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UFS  
CENTRE FOR TEACHING  
AND LEARNING (CTL)

# UFS TEACHING PORTFOLIO TEMPLATE

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A teaching portfolio is a narrative document that allows an academic staff member to reflect on their learning and teaching in an evidence-based manner.

The following template document aims to provide structure and guidance to UFS academic staff in the compilation of a teaching portfolio that needs to be submitted as part of the of the UFS Academic Performance Framework, UFS Learning and Teaching Fellowship, as well as UFS Learning and Teaching Awards. Please note the following:

- It is compulsory for all academic staff that want to apply for promotion (according to the UFS Academic Performance Framework) or the Vice-Chancellors Award: Learning and Teaching, to submit a teaching portfolio in their application.
- Academic staff that are not applying for promotion, can use the headings set out in the document as a guideline for Key Performance Areas (KPA's) in their performance management process. This will allow academic staff to start reflecting on these areas, and in building a portfolio for the future.
- The teaching portfolio template have been aligned with international and national best practices, as well as with all requirements set out in Faculty Specific Academic Performance Criteria and can be used by all faculties.
- The narrative section of the document should not exceed 10 pages BUT must be substantiated with supporting examples and evidence (thus not included in the 10 pages). This can be in the form of examples described within the reflective narrative itself, or references or hyperlinks to appendices. If appendices are included, they should only include excerpts pertinent to particular statements in the reflective narrative.
- Workshops and supporting resources to support academic staff in the development and compilation of their learning and teaching portfolios will be provided by CTL.
- For additional support, please contact your Faculty Learning and teaching Manager or the Academic Staff and Leadership team ([asl@ufs.ac.za](mailto:asl@ufs.ac.za)) at the Centre for Learning and teaching.

# 1. Teaching Philosophy

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This statement is a philosophical framework of your personal approach to learning and teaching and the rationale behind what guides your practice. Your philosophy comprises your view and approach to learning and teaching, including the underlying theories, beliefs, assumptions, convictions, and values you have in terms of your learning and teaching. It also includes your teaching objectives, short term and long term.

In this section you might want to demonstrate that you are aware of your institutions (or discipline's) learning and teaching goals or objectives; and how your teaching philosophy aligns with the institutional goals or objectives.

Your teaching philosophy influences ALL decisions and activities within your learning and teaching. The teaching philosophy should thus be a golden thread throughout the teaching portfolio and be evident throughout all the different sections and supported with evidence.

## 2. Personal Profile

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A brief introduction to highlight your current role and responsibilities at the UFS.

Teaching responsibilities (undergraduate and post-graduate modules taught in the past three - five years).

## 3. Understanding of Learning and Teaching Needs/Context

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- What is the main aim of your module / programme that you teach?
- What are the successful graduate characteristics /attributes that you want to develop?
- Who are the students are that you teach (number, background, why are they taking this module)?
- Identify key features of your discipline/profession that students struggle with and explain how you address these issues through your teaching.
- What have you learnt thus far about your module/discipline and how students learn (both in general and within your discipline)?

## 4. Teaching Approach and Practice

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This section focuses specifically on your overall approach to teaching, both in and outside the classroom. This includes aspects such as:

- Role of yourself (as lecturer), and students in various learning and teaching activities
- What is your teaching methodology? (Face-to-face/blended/online)
- What teaching activities do you use both in the classroom, online, practicals and/or tutorials
- How do you plan and prepare for your teaching e.g., lesson plans? (Include examples)

## 4.1 Curriculum Development on Program and/or Modular Level

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**Program level:** Describe your role in program and curriculum development within your department or faculty. This includes aspects such as programme accreditation and programme/departmental reviews.

**Modular level:** To what extent have you **reflected, re-designed or improved your module**? Indicate how curriculum and module development addresses UFS strategic priorities in terms of aspects such as universal design for learning; decolonisation of the curriculum; blended/online learning; community engagement/service-learning and/or integration of graduate attributes.

Provide evidence of materials and resources developed.

## 4.2 Assessment Practices

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Describe your assessment approach (formative/summative/continuous)

Outline your assessment plan - indicating the alignment between course outcomes, teaching activities and assessment opportunities.

The assessment methods you use and why (include examples of instruments, as well as examples of marking and providing feedback).

## 4.3 Promotion and Support of Student Learning

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In this focus, special attention is drawn to activities and strategies to promote student learning and success inside and outside the classroom. This includes aspects such as:

- How do you develop student **understanding** in your discipline?
- How do you promote student **engagement** with the discipline?
- How do you motivate your students?
- What teaching/learning **strategies** do you use to promote learning?
- How do you integrate and use educational technology in teaching (both in and outside of the classroom)?
- How do use materials and resources in support of your teaching approach?
- What additional strategies have you integrated in your teaching to support your students (e.g., tutorials, academic writing support)
- How do you maintain student discipline and deal with academic misconduct?
- **How do you know that your students learnt as a result of your strategies?**
- **How do you ensure effective communication** to help the student in transitioning with ease inside and the outside the classroom?

## 5. Use of data and student feedback to reflect and evaluate on your teaching

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Review feedback from different sources (peer/student/data analytics and self-evaluation) and demonstrate how you have used this data or plan to use the data to improve your teaching.

### **Peer reviews:**

- Classroom observations (Letter or written feedback from colleagues)
- Review of teaching materials (Letter or written feedback from colleagues)
- Both can include reports or data

### **Student feedback:**

- Student module/programme or teaching evaluation data which provides an overall rating of effectiveness or satisfaction, or suggested improvements
- Letters/Emails or comments from students
- Include reactions or feedback from Postgraduate students where applicable

### **Data analytics:**

- Demonstrate how different data sources throughout the semester/year have been used to improve on learning and teaching e.g., Blackboard data/Assessment data

### **Self-evaluation:**

- Include any self-evaluation or reflection you have done after a specific class/module

## 6. Peer Mentoring and Coaching

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- What role do you play in the institution, faculty, or department in terms of developing other academic staff specifically in the field of learning and teaching.
- WHO did you mentor in the field of learning and teaching? This includes other academic staff, as well as ad hoc teaching staff (including but not limited to tutors and teaching assistants)
- Time period?
- Formal or informal?
- Internal to the institution, or external?
- What was the scope of your mentoring? (E.g., content development, classroom teaching, use of technology in teaching etc.)

## 7. Professional Development and Teaching Recognition

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The focus is on the development of your teaching, curriculum development, facilitation and assessment skills and abilities. Identify your teaching challenges and explain ways you have investigated to improve.

Teaching development qualifications obtained (SLP's / MOOC's and formal qualifications).

Development and training related to learning and teaching. Academic training and development opportunities attended including (but not limited to) webinars, workshops, courses, and conferences attended.

Networking and collaboration with other colleagues and institutions. Participation in educational groups, consortiums and/or communities of learning related to learning and teaching.

Presenter, guest speaker or panel member at a teaching development interventions or events.

Leadership and administration in the field of learning and teaching. If you played a special role on a committee or association (international/national/institutional/faculty or department)

## 8. Scholarly Teaching and Scholarship of Teaching & Learning

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Provide a description of any research into teaching developments, curriculum development and/or student learning. It provides evidence of your commitments to teaching. In presenting an account of your teaching scholarship, you should make explicit, and provide, examples of the links between teaching and research.

Recognition for learning and teaching (awards, certificates, grants etc. for learning and teaching excellence).

This includes participation in UFS Learning and Teaching Fellowship, TAU/National Fellowships, other teaching fellowships.

Grants received to support any research into learning and teaching provides proof of your expertise.

This section could include references to latest research in your field of study; how you integrate the nature and importance of research in the creation of new knowledge into the subject/s you teach; whether you encourage your students to actively participate in research through the way you design your courses and/or assessment, where you incorporate your own research findings into your teaching.

Research that directly contributes to learning and teaching (conference papers and published papers, articles and books, or chapters) (international/national, institutional, peer-reviewed).

You can add appendices to further support this section.

## 9. Peer reviews

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Peer review is the process in which teaching is reviewed to improve teaching practice which will lead to improved student learning. It can play a role in your professional development and collaboration with colleagues. A peer review will also enhance your self-assessment and self-reflection. The three main purposes of peer review are to:

- monitor teacher performance;
- promote academic development; and
- improve student learning.

You can ask trusted colleagues, your HOD, TLM to review of one of your classes to add to your teaching portfolio. Write about the experience and reflect on what you learned from the peer's feedback. How did it influence the way you teach? How do you plan to incorporate the advice? Remember to add evidence of such reviews in the appendices.

You can use the rubric provided to ask for a peer review of your teaching portfolio to ensure that the portfolio is validated by a colleague or HOD.

## 10. Appendices

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**A teaching portfolio is evidence-based. Please remember to attach relevant examples and other evidence as referred to throughout your document.**