

bioCEED invites UNIS teachers to the workshop
How to write a well-structured teaching portfolio

The workshop is led by Anders Ahlberg (Centre for Engineering Education, LTH, Lund University) and Roy Andersson (Centre for Engineering Education, LTH, Lund University and bioCEED)

Time and place:
Monday 6th of March 2017, 13.15-16.00, Kapp Mitra

There are a limited number of places for the workshop so please sign up [here](#)

This workshop deals with structured ways to document and analyse teaching practices to support and document pedagogical experience and developments. A portfolio must thus be written in a trustworthy and readable manner. To achieve this, the university teacher should problematize teaching and learning observations, demonstrate problem solving through teaching design, and establish how this has influenced student learning. Typically such a portfolio also displays

- teaching career developments from intuitive reactive to deliberate proactive teaching;
- teaching team-collaborative efforts; and
- building of useful local or public knowledge of student learning

Typical portfolio writing problems will be demonstrated and discussed and a good portfolio structure will be suggested. Further, during the workshop participants will analyze previously assessed sample portfolios in order to develop ideas for their own future portfolio.

The workshop is based on nearly two decades of developing and researching scholarly reward systems, mainly in STEM disciplines at Lund University [1], which has been the template for the recently implemented reward system Excellent Teaching Practitioner (*Framragende underviser*/ETP) at the Science Faculty, University of Bergen.

Reference

[1] Olsson, T, Mårtensson, K, Roxå, T., & Ahlberg, A., 2012: Pedagogical competence and teaching skills – a development perspective from Lund University, Sweden. In: Szczyrba, B and Gotzen, S: Entwicklung, Dokumentation und Nachweis von Lehrkompetenz an Hochschulen. LIT Verlag Berlin.

Workshop leaders

Anders Ahlberg is senior lecturer, ETP and faculty director of doctoral education at the Centre for Engineering Education LTH, Lund University, Sweden. He is also member of the BioCeed Advisory Board and has a background as an associate professor in Earth Science. Currently he is conducting teaching portfolio workshops at UiB as well as in his home institution LTH.

Roy Andersson works both as an Academic Developer and as a Senior Lecturer/Associate Professor in Computer Science at the Faculty of Engineering (Swedish acronym LTH) at Lund University. He has been working as an Academic Developer since 1998 and his main interest is in supporting academics to investigate their practice in a scholarly way, in other words supporting Scholarship of Teaching and Learning (SoTL). He is responsible for the programme of pedagogical courses for university teachers at LTH and he teaches in several courses himself. He is a member of the Pedagogical Academy at LTH since 2002. Since 2015 he also holds a part-time position as Senior Guest Lecturer/Associate Guest Professor at the Centre of Excellence in Biology Education (bioCEED) at the University of Bergen.

