



20 January 2010

THE PORTFOLIO OF A UNIVERSITY LECTURER/UNIVERSITY INSTRUCTOR AT THE LANGUAGE CENTRE

To the applicants

The structure and content of the portfolio of a university lecturer/university instructor at the University of Helsinki Language Centre are based on the Finnish-language document drawn up by the University's Academic Affairs Department entitled *Yliopistoportfolion periaatteet ja sisältö* (Principles and content of an academic portfolio) and dated 15 November 2000. The Language Centre has edited and elaborated on the structure and content of that document to meet its own needs. When used to apply for a teaching position or to provide further qualifications, portfolios are assessed according to the following four criteria:

1. Clearly distinct textual content and appendices

The textual content of a portfolio refers to the applicant's own narrative organised under various headings; the appendices provide documentation for qualifications referred to in the text. The textual content (no more than 10 pages) must use the headings provided in the sample portfolio enclosed herewith. The applicant can decide the length of each appendix, but the portfolio as a whole must fit in an ordinary box file. The appended documents should be as complete as possible. The applicant's CV is a compulsory appendix, unless it is included as a separate document.

2. Credibility

Primarily, portfolios must convey a comprehensive and truthful impression of the applicant's qualifications. However, the portfolio writer can decide what information to provide about him- or herself and in what way. It is natural and acceptable to highlight positive aspects. Acknowledging criticism and demonstrating an awareness of personal development areas show that the applicant is realistic and can analyse his or her own work. Credibility requires justification and documentation.

3. The clarity and intelligibility of language

The portfolio must demonstrate clear and coherent thinking. A good portfolio also contains a clear table of contents and a numbered list of appendices.

4. The personal dimension

The portfolio must form a personal narrative written by the applicant him- or herself.

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The structure and content of a portfolio

1. Basic information

- Personal and contact details
- Education and degrees

2. Teaching and supervision (items 1–10)

- **Pedagogical training (1)**

The writer should describe the pedagogical training or other teaching courses that he or she has completed (long lists should be included as a separate appendix). It is important to analyse how the completed training has affected one's teaching: what were the benefits gained and lessons learned?

- **Teaching and supervision experience (2)**

The writer should describe his or her teaching experience as well as current teaching:

- a) At the Language Centre
- b) Elsewhere at university level
- c) At a university of applied sciences
- d) At another educational institution

A list of positions held should be included in a separate appendix, unless these are reported on the CV, for instance.

- **Teaching philosophy (view of learning and teaching), its practical implementation and development plans (3)**

The writer should outline his or her thinking on teaching (the writer's theory-in-use, thinking behind teaching and personal teaching mission) and how it is reflected in the writer's teaching. The writer should also describe him- or herself as a teacher and a teaching professional.

- **The production of teaching material and the use of educational technologies (4)**

The writer should specify the written or electronic teaching material that he or she uses (and how) and the teaching material that he or she has produced. What is the writer's thinking behind the production and further development of teaching material? The writer should also mention works that illustrate and popularise research and its results. A list and samples of the produced teaching material should be appended to the portfolio.

- **Pedagogical publications, articles, presentations (5)**

The writer should provide a list and, where relevant, samples.

- **The evaluation and testing of learning (6)**

The writer should describe the evaluation and testing methods that he or she uses and the thinking behind their use.

- **The further development of teaching (7)**

The writer should analyse how he or she has developed and continues to develop his or her teaching, including teaching methods, the syllabus, the



assessment of learning and examinations. The writer should briefly describe his or her plans for maintaining and enhancing his or her knowledge and skills (subject knowledge and pedagogical skills) as well as for further developing his or her teaching in the near future.

• **The assessment of teaching, feedback from students and colleagues, recognition for teaching (8)**

The writer should describe how he or she collects student feedback and uses it to improve the quality of teaching, and should analyse the feedback that he or she has received. The writer can also report on peer evaluations of him- or herself and their quality and significance (e.g., demonstrations of teaching skills, official awards, other documented statements from colleagues). Here the writer should also describe and assess his or her cooperative skills and give examples of teamwork with colleagues in the planning and implementation of teaching.

• **Pedagogical expert assignments (9)**

The writer should describe, and provide documentation of, the pedagogical expert assignments in which his or her knowledge and skills have been employed (e.g., membership in expert organisations, training assignments in various organisations, statements).

• **Other qualifications (e.g., knowledge of other fields) (10)**

The writer should provide a report of his or her studies or work experience in various academic fields (e.g., the natural sciences, law, medicine, music, fine arts).

3. Research and scholarly activities (items 1–6)

• **Experience in research and scholarly activities (1)**

The writer should briefly outline his or her research history (postgraduate education and subsequent research), grants received and potential plans.

• **Research philosophy and ethics, main research areas and development plans (2)**

The writer should describe the significance of his or her research for the scientific and teaching community (for learners). The writer should also explain how his or her research and teaching roles interlink in his or her work, in other words, how the writer's research benefits his or her teaching and vice versa.

• **Publications (articles, presentations, posters) (3)**

The writer should provide a list and, where relevant, samples.

• **Research assessments and recognition (4)**

The writer should provide a list and, where relevant, samples.

• **Activities in the academic community (5)**

These include elected positions and membership in scholarly committees, organisations, etc.



- **Other scholarly qualifications (6)**

These include expert assignments (statements on theses, dissertations and the scientific qualifications of applicants, work on the editorial boards of scholarly publications, etc.)

4. Administrative and other duties in the workplace

The writer should briefly describe his or her non-academic duties of an administrative nature. Administrative and leadership duties include the leadership and coordination of research projects and other projects.

- Administrative and leadership duties
- Duties in the writer's own field outside the University of Helsinki
- Community activities and elected positions
- International activities and elected positions
- Cooperative skills

5. Other qualifications