



# **Guide to presentation portfolio**

<p><b>Pedagogic Profile</b> [maximum ½-1-page A4]</p> <p>In this part of the Portfolio, you should outline your main academic goals in relation to course teaching, project supervision, and other supervision activities. Outline how you work with these goals in your teaching and supervision practice.</p>	<p><b>1. Academic Goals</b></p>	<p>Academic goals reflect your thinking about the purpose of your pedagogic practices. What do you hope will be the impact on students of your teaching and supervision practices? This might be in terms of knowledge and understanding, competences, skills, but also in terms of developing orientations to others and the society around them.</p>
	<p><b>2. Pedagogic practices</b></p>	<p>Pedagogic practices include the teaching and supervision activities you undertake with students. This can include strategies you use to engage students, feedback to and with students, how you plan for diverse range of students, how you respond to difficulties, etc. You do not need to list all activities you undertake. Identify practices that reflect your overall approach. Your description of these should be as concrete as possible – provide real examples.</p> <p>Importantly, you should show how these practices align with your academic goals.</p>

<p><b>Perspectives on inquiry-based or collaborative pedagogies</b> [maximum ½ page A4]</p>	<p>You are asked to provide a short reflection on your use of/interest in the potentials of inquiry-based or collaborative pedagogies that are also core aspects of RUC's pedagogical approach - <b>PPL</b></p>	<ul style="list-style-type: none"> <li>Based on your experience of teaching and supervision, what do you see as being the opportunities and challenges of working with inquiry-based or collaborative pedagogies? <b>Or:</b></li> <li>Describe an example of working with inquiry-based or collaborative pedagogy, such as PPL, highlighting both the challenges and opportunities provided by such an approach.</li> </ul>
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<p><b>Reflections on a pedagogic issue (case study)</b> [maximum ½- 1-page A4]</p>	<p>Present a critical reflection on a pedagogical challenge. The reflection should demonstrate your ability to identify and respond to pedagogical challenges within your own practice.</p>	<p>You should select an experience of teaching or supervision that presented you with a pedagogical challenge. That is, an experience that forced you to reflect on your teaching or supervision.</p> <p>You should present the reflection in the following way:</p> <ol style="list-style-type: none"> <li>A description of the event that details whether it was course teaching or supervision, educational level, the educational programme it was part of, and how many students it concerns (was it a whole group or particular individuals, etc.). Provide details of what happened and why it forced to reflect.</li> <li>Try to analyse the situation and identify what kind of pedagogic issues were involved.</li> <li>Outline how you responded to the situation and provide a pedagogic rationale for that.</li> <li>If you were to face a similar issue in the future, how do you think you would respond (if different) and why?</li> </ol>
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<p><b>Teaching CV</b> [maximum 3 pages A4]</p> <p>The Portfolio should include a Teaching CV, preferably in the form of an overview in bullet points, organised around headings below.</p>	<p><b>1. Current teaching and supervision responsibilities</b></p>	<p>This should provide an outline of your main current teaching and supervision responsibilities. This should be inclusive of level (bachelor, candidate, etc.), ECTS, format (online, project-based, lectures, etc.), numbers of students, language of instruction.</p>
	<p><b>2. Educational development &amp; leadership</b></p>	<p>Highlight any teaching and supervision related activities that you have been involved in providing educational leadership. This might include programme or course leadership, participation in study or examination boards, participation in teaching, learning, and assessment committees, etc.</p>
	<p><b>3. Collaboration with colleagues</b></p>	<p>This would include collaboration with colleagues on the development of teaching and supervision practices; disseminating, sharing knowledge, and acting as a sparring partner with colleagues; develop and implement pedagogic training with colleagues.</p>
	<p><b>4. Collaboration with students</b></p>	<p>This would include working with students in the development of study environments; work with students to develop and test new initiatives related to study environments.</p>
	<p><b>5. Recent or previous teaching and supervision experience</b></p>	<p>This information should be organised by institution, year, ECTS, level, format, numbers of students, language of instruction.</p>
	<p><b>6. Additional supporting material</b></p>	<p>If relevant, list teaching prizes, participation in university teaching and learning courses, contribution to pedagogical publications.</p>

<p><b>Supplemental material</b></p>	<p><b>Teaching plans</b></p>	<p>If relevant, provide 2 examples of a teaching plan – course plan and an individual session plan.</p>
	<p><b>Appendices</b></p>	<p>You may also include additional material in an appendix. This should be directly relevant and brief. These can include</p> <ul style="list-style-type: none"> <li>• Examples of teaching evaluations</li> <li>• Professional commendations</li> <li>• Abstracts from relevant pedagogical projects [e-g. from your lecture training program]</li> </ul>