

Are you interested in  
Scholarship of Teaching and Learning?

Do you consider writing  
a pedagogic portfolio?

What are the individual benefits  
& collective gains – we can discuss!

Anne Jerneck  
LUCSUS SEMINAR  
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# T O D A Y

**WHAT IS** A PEDAGOGIC PORTFOLIO – and why should we **bother** to make one?

HOW DID I **FEEL** ABOUT THE TASK?

HOW DID I **APPROACH** IT?

WHAT DID I **COME UP WITH**?

HOW DID IT ALL **START**?

WHAT BECAME MY **PHILOSOPHY** – HOW DID I **STRUCTURE MY ACCOUNT**?

WHAT DID IT ALL **ADD UP TO**?

WHICH WERE THE **LESSONS** LEARNED – EPILOGUE, and way forward?

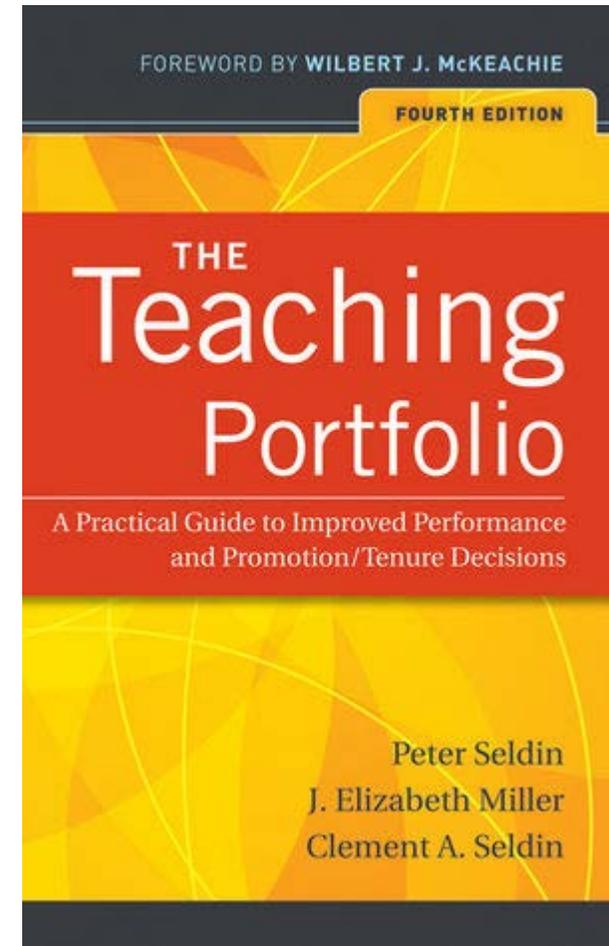
WHAT IS THE **LITERATURE** ABOUT IT?

HOW DOES IT ALL **FIT INTO** – THE SWEDISH ACADEMIC SYSTEM: UKÄ, NATIONAL CONFERENCE, **S-FAK**?



Do you want to belong to a Pedagogic Academy?

Write a Teaching Portfolio!



2010

The Teaching Portfolio:  
A Practical Guide to Improved Performance  
and Promotion/Tenure Decisions [4th Edition]

## WHAT IS IT?

A collection of materials that you select for a purpose: to *document*, *summarise*, and *highlight* your *growth*, your *experiences*, and your *strengths* as a teacher.

## WHAT DO I PUT INTO IT?

A creative means to *organize*, *summarise*, and *share* *artifacts*, *data*, and *ideas* about *teaching*, *supervising*, *mentoring*, and *learning*, within the frame of personal and professional growth and reflexivity

## WHAT CAN IT DO FOR YOU?

INDIVIDUAL BENEFIT  
COLLECTIVE GAINS

- \* Helps you *summarise*, *organise*, *thematise*.... your teaching **MATERIAL**
- \* Gives you a reason to *(re)formulate* your pedagogic **PHILOSOPHY**
- \* Offers an opportunity to *reflect upon* your teaching/supervision **STYLE**
- \* Helps you think about *what you have* **ACCOMPLISHED**
- \* Serves as a sound **ASSESSMENT** tool
- \* Represents a **CAREER** step, looks good on your **CV**, gives you a **WAGE** increase

## WHAT DO YOU PUT INTO IT ?

### \* Choosing **ITEMS**: according to what criteria?

**Time** (chronology)

**Scale** (small/bigger courses, seminars)

**Level** (undergraduate/graduate/postgraduate)

**Instruction format** (lectures, seminars, etc)

**Content** (methodology courses, substance courses, thesis supervision/examination)

**Responsibility** (design, coordination, examination, guest, team leader)

**Leadership** (student counsellor, director of studies, writing textbooks)

**Research** (publishing articles/books)

### \* Preparing **ITEMS**: how *describe* items, *discuss* aspects, *document* them, and *illustrate* that?

### \* Evaluating the portfolio: [reflexivity // peer-reviewing]

*what* did I do, *how did it go*, what could I *do better*, how *did that* change / *improve* things, what did I *learn*?

PORTFOLIO – A NEW GENRE! Need strategies to: *reflect* on practice, *refer* to literature, *receive feedback*

TYPE OF PORTFOLIO: Dossier, *Reflective*, Personal, Training (Smith & Tillema 2004)

WHAT TO INCLUDE: 'work samples – accompanied by a *reflective section*'

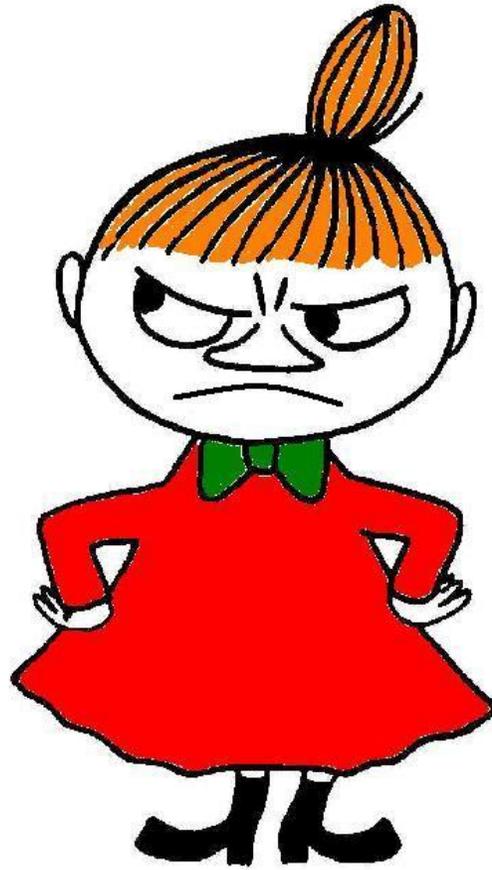
HOW SPEAK OF IT: \* *describe* and *reflect on* specific *cases* from your teaching experience,  
\* *link* your discussion to *literature*  
\* formulate your *own* personal *theory* or *philosophy*

WHAT IS SUCH A THEORY: a person's private *integrated* but *ever-changing system of knowledge, experience and values* relevant to teaching practice *at any particular time* (Handal and Lavås 1987)

HOW USE IT: to repeatedly *identify new problems* and formulate *new goals* (Keys 1999)

**AT LU:** Pelger, S., & Larsson, M. (2018). Advancement towards the scholarship of teaching and learning through the writing of teaching portfolios. *International Journal for Academic Development*, 1-13.

How did I feel  
about the task?



This is how I felt during the process of writing my pedagogic portfolio !!



# MY STRUGGLES

HOW TO **GET** THERE?

WHERE – TO **START**?

WHAT – TO **INCLUDE**?

HOW – TO **SAY** IT?

DO I EVEN **HAVE**  
– A PEDAGOGIC  
PHILOSOPHY???



TACIT KNOWLEDGE?  
DECLARE your STEPS  
versus continuous  
PROCESS!

TO ME IT WAS  
A MASSIVE  
THINKING  
PROCESS!  
BUT WHY?



How did I  
approach it?

How make TACIT knowledge **EXPLICIT**?

How **remember** and **BRING SOME ORDER** – into what I have done?

How **SELECT decisive** moments, instances, events, changes – from a **FLOW**?

**Reconstruct:** when, where, what, how much, how many, with whom – did I teach?

**Review:** how easy or difficult, good or bad? what were the strategies, practices, new initiatives, mistakes, and repairs; dilemmas, challenges, problems?

**Synthesise:** what does it all add up to – in terms of practice, profile, philosophy?

Took a course



Read literature



Brought the portfolio with me



– everywhere!



What did I  
come up with?

# 1 Creating an interdisciplinary profile

Becoming a teacher – and an academic leader

Making an early, mid, and late career

# 2 Learning in iterative processes

Learning how: depth or surface?

Learning what: received, experience-based, or created knowledge?

Learning why: becoming a professional, and an agent of social change?

# 3 Interacting with student triplets and in teaching teams

Interaction: teachers to students and early career researchers

Interaction: students to students

Interaction: teachers to teachers

Interaction: beyond academia

# 4 Examining and evaluating

Learning from examination

Selecting examination criteria

# 5 Epilogue – and way forward

# 6 References

Appendices 1-19

Now you need to – or may only – include fewer items



The *summative product* (Brown 2004) of my portfolio: varied and voluminous **all courses** and **programmes** that I have planned, designed, instructed, or participated in as a teacher, examiner or supervisor, plus post-graduate supervision at several departments

The *formative process* (Brown 2004) of my scholarship of teaching and learning: reflects initiatives, setbacks and problem-solving relating to:

how to design, develop and secure **integration and progression** in international research-based international interdisciplinary programmes;

how to **engage** with students in **constructive feedback, peer-reviewing, and peer-teaching**;

how to teach, supervise and support graduate and postgraduate students in their **learning** and in **preparing for professional careers**

**SUMMATIVE:** An opportunity to reflect upon 30 years at LU:

*reconstruct, review, and synthesise* experiences in *teaching, supervision, and examination*



- 1982- 1995:      **Under**graduate courses in Economic History and Development Studies  
Student counselling (EC hist).
- 1996-2007:      **Graduate** programs in Asian studies, Development, Gender, Environment.  
Director of studies (Asian master).  
**Post**graduate supervision in Economic History, Human Geograhly, and LTH.
- 2008-**2015**/18:      **Graduate** programs in Asian studies, Development, Gender, and Environment.  
**Post**graduate supervision in Sustainability science, and Human Ecology.  
Some mentoring of **postdocs**.  
Evaluation committees.



Economic History  
Development studies

Asian Studies  
Development studies

Sustainability Science  
Development studies

## SUMMATIVE PRODUCT:

### Three *career features* stand out

- \* cross-faculty collaboration in *interdisciplinary* teams
- \* *pioneering* and experimenting in *new graduate* and *post-graduate education*
- \* *progression* from undergraduate *teaching* and graduate *programme design* – to postgraduate supervision and postdoc mentoring implying more advanced work, responsibility and leadership

Ness, B., A. Jerneck. 2015. 'It Takes An Academic Village. Establishing the LUCID interdisciplinary PhD programme and educating its first generation'. In N. Toj and B. Kiss. Eds. *Diversity in Education: crossing cultural, disciplinary and professional divides*. Lund University: eBook.

# How did it all start?

In the Spring of 1983

# FIRST TASK IN MY CAREER in May 1983

A full undergraduate course in World Economic History from the Roman Empire to the global recession of the 1980s [30 students, 7.5 ECTS]

Longstanding debates on Agrarian change, the Black Death, Capitalism, Colonialism, World trade, and Industrialisation in East and West.



## CONDITIONS

At work: *Three weeks notice*

At home: A four-year old ALEXANDER in preschool,  
A one-year old son MAX **and** Lennart *sick in chickenpox*  
– guess who was the *sickest*?



# A PROCESS – from SELF to SUBSTANCE to STUDENT

Progression in teaching careers = from **'self to substance to students'** (Kugel 1993)

I was obsessed with content knowledge of **what to teach** while only beginning to consider pedagogical content knowledge of *how to teach, why, who, and for what?* (Schulman 1986)

Despite deep interest in the subject, I focused less on substance (or students) and more on **'self: how would I survive in the classroom?'**

Peer guidance from my senior colleagues:

*'Make coffee for the students and socialise with them in coffee-breaks!'*

Seniors' pedagogic content knowledge and solid repertoire of *substance* knowledge (Schulman 1986) **allowed them to focus less on self and more on students** (Kugel 1993).

Kugel, P. 1993. How professors develop as teachers. *Studies in higher education*, 18 (3) 315-328.

Shulman, L. S. 1986. Those Who Understand: Knowledge Growth in Teaching. *Educational Researcher*, 15 (2) 4-14.

What became my philosophy?

How did I structure  
my account of the process?

## FOUNDATION OF THE FORMATIVE PROCESS:

**Students:** *with* and *for someone* in the knowledge production process

**Substance:** content must be *interesting, significant,* and (often) aim at *social change*

**'Self' = reflexive interaction:**

must *respond to students work and interaction* with each other

Kugel, P. 1993. How professors develop as teachers. *Studies in higher education*, 18 (3) 315-328.

Shulman, L. S. 1986. Those Who Understand: Knowledge Growth in Teaching. *Educational Researcher*, 15 (2) 4-14.

## FORMATIVE PROCESS:

Three SECTIONS inspired by  
three **pedagogic seminars** at LU:

### *Deep learning*

\* Learning **how**: depth or surface? (Marton et al 1976)

### *Cultural responsiveness*

\* Learning **what**: received, experience-based, or created knowledge? (Belenky 1997)

### *Identity and subject formation in professional careers*

\* Learning **why**: becoming a professional, and an agent of social change? (Skeggs 1997):

In retrospect: all three seem obvious  
– but THEN, they did not!

# Interacting with student triplets – and in teaching teams

Interaction: teachers to – **students** and early career researchers

Interaction: **students to – students**



Interaction: teachers to – **teachers**



Interaction: beyond academia

# Examining and evaluating

## Learning from examination

CONVERGENT: *Declarative* knowledge

(showing familiarity with course content, concepts, and literature)

DIVERGENT: Performance of *understanding*

(ability to use/express knowledge for further knowledge construction, and to evaluate knowledge through peer-reviewing)

= will stimulate values such as *aesthetics, creativity, originality* – while opening up for desirable and ‘unintended outcomes’ – *emergent* rather than predetermined or convergent

# Examining and evaluating

## Selecting examination *criteria*

Analytical

ex: The LUMES THESIS Template = '*knowing the tones*'

Hermeneutic

ex: WHOLENESS: 'making sense of things' = '*being able to sing the song*'

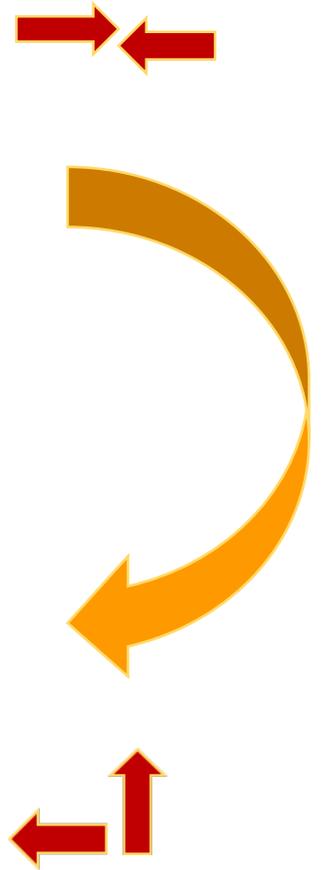
Normative

ex: COMPARING: one thesis to another (*fairness*)

What did it  
add up to?

Considering that ***lived*** teaching exceeds – by far!  
– any ***documented*** teaching, I had to ***reduce the complexity***  
of everyday teaching in writing the portfolio.

However, such systematic thinking on *recurring challenges*,  
*possible improvements* and *gradual refinements* eventually  
***produced a new complexity*** of the dynamics of teaching,  
learning and interaction (Qvortrup and Keiding 2015).



Epilogue  
– and way forward

## FINAL WORDS ON: philosophy, practice, profile (+‘professionalism’)

### *Kaizen* (改善)

Continual refinement of best practices – from the floor [much interaction with students]

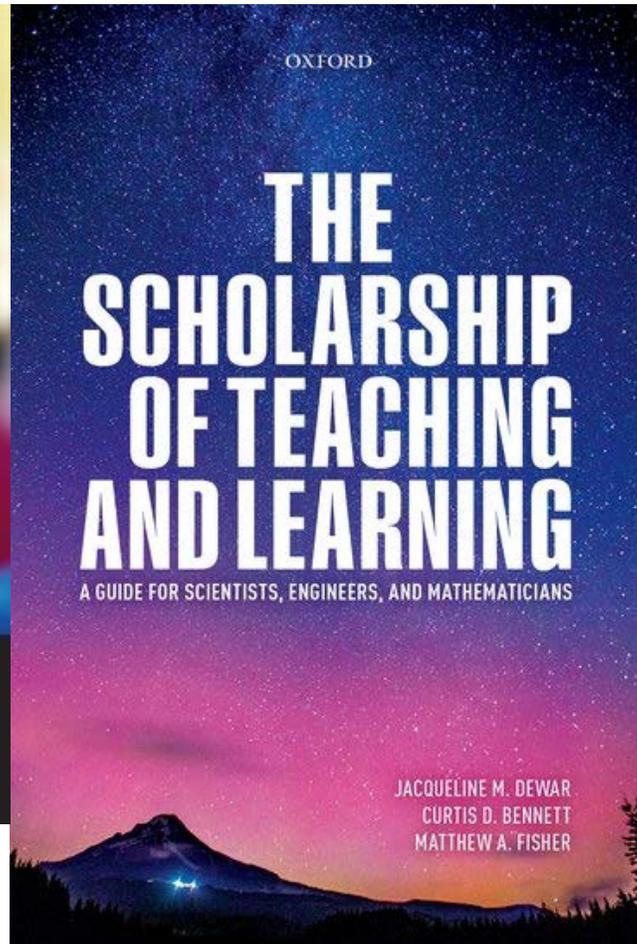
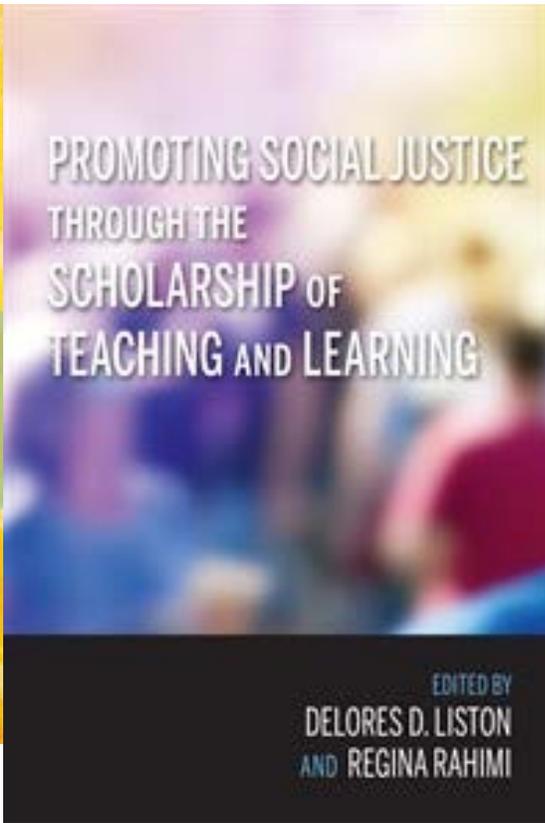
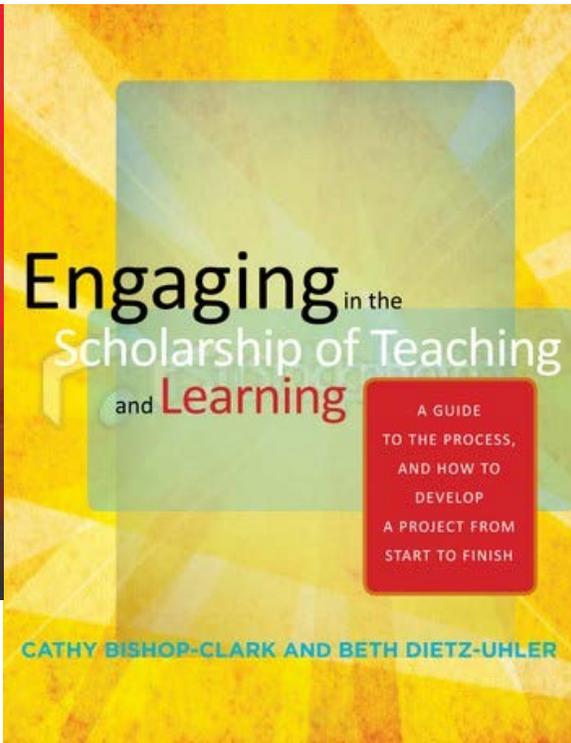
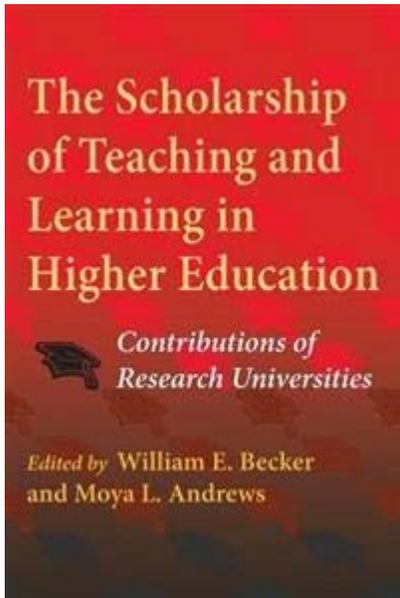
### *Phronesis*

Flexibility and ‘repertoire of practical thought’: how to make quick and sensible judgments under new circumstances and in unpredicted situations (Kreber 2015)

### *Teach on Demand*

Call on me for workshops – and prepare issues / questions [ex: methodology]

# Some Literature



2010, 2012, 2017, 2018

There is a lot of literature

Allin, L. (2014). *Collaboration between staff and students in the scholarship of teaching and learning: The potential and the problems*. *Teaching and Learning Inquiry*, 2(1), 95-102.

Asarta, C. J., Bento, R., Fornaciari, C. J., Lund Dean, K., Arbaugh, J. B., & Hwang, A. (2018). The Scholarship of Teaching and Learning: *Changing the Dominant Narrative About (and In) Research Institutions*. *Journal of Management Education*, 1052562918777271.

Braxton, J. M., Francis, C. H., Kramer, J. W., & Marsicano, C. R. (2018). *Inventorizing the Scholarship of Teaching and Learning Literature*. In *Higher Education: Handbook of Theory and Research* (pp. 81-125). Springer, Cham.

Dzidic, P., Castell, E., Roberts, L. D., Allen, P. J., & Quail, M. (2017). *Reflections on the emergence and evolution of a scholarship of teaching and learning community of practice within a research-intensive higher education context*. In *Communities of practice* (pp. 219-239). Springer, Singapore.

Fanghanel, J., Pritchard, J., Potter, J., & Wisker, G. (2016). *Defining and supporting the Scholarship of Teaching and Learning (SoTL): a sector-wide study*. (Literature review).

Leibowitz, B., & Bozalek, V. (2016). *The scholarship of teaching and learning from a social justice perspective*. *Teaching in Higher Education*, 21(2), 109-122.

Marquis, E., & Meadows, K. N. (2018). *Shaping and Supporting Teaching, Learning, & SoTL: An Introduction to Issue 9.1*. *The Canadian Journal for the Scholarship of Teaching and Learning*, 9(1), 1.

Mathany, C., Clow, K. M., & Aspenlieder, E. D. (2017). *Exploring the Role of the Scholarship of Teaching and Learning in the Context of the Professional Identities of Faculty, Graduate Students, and Staff in Higher Education*. *The Canadian Journal for the Scholarship of Teaching and Learning*, 8(3), 10.

Openo, J. A., Laverty, C., Kolomitro, K., Borin, P., Goff, L., Stranach, M., & Gomaa, N. (2017). *Bridging the divide: Leveraging the scholarship of teaching and learning for quality enhancement*. *The Canadian Journal for the Scholarship of Teaching and Learning*, 8(2), 6.

Vithal, R. (2018). *Growing a scholarship of teaching and learning institutionally*. *Studies in Higher Education*, 43(3), 468-483.

# The Academic System in Sweden

- \* UKÄ

- \* Major Conference on 'Akademiskt lärarskap'

- \* Samhällsvetenskaplig fakultet vid LU

# UKÄ: Universitetskanslersämbetet [Agency for Higher Education]

[1600 talet.....Högskoleverket.....UKÄ 2013]

Uppdrag 2018:

Att **kartlägga** hur svenska lärosäten **arbetar med pedagogisk utveckling** [Map ped dev at Sw Uni:s]

Effektmål:

Att **pedagogisk utveckling** i högskolan synliggörs, sprids och beforskas [Highlight, spread, study]

Att den **pedagogiska personalens kompetens** synliggörs [Highlight competencies]

Att högskolepedagogiken drar nytta av **digitala möjligheter** [Grasp digital opportunities]

DEFINITION: Akademiskt lärarskap

*'att systematiskt utforska den pedagogiska praktiken och hur den inverkar på studenters lärande'*

Major conference in Sweden on *Scholarship of teaching and learning* in October 2018

Major insight:

- \* How do organisation/structures influence learning activities:  
what are the conditions?  
what are the priorities?

# Samhällsvetenskapliga fakulteten vid LU

[2011, 2012] [1990s]

## Pedagogisk akademi: bedöma och belöna [‘evaluate and award’]

Samhällsvetenskapliga fakulteten strävar efter en organisationskultur där **forskning och utbildning tillmäts lika stor vikt** och värderas med samma omsorg och systematik. Därför driver fakulteten en pedagogisk akademi med uppgift att bedöma och belöna pedagogisk skicklighet och stimulera till fortsatt pedagogisk utveckling.

## Syfte: att höja utbildningskvaliteten [‘increase the quality (thorough explicit criteria)’]

Det övergripande målet med akademins verksamhet är att ytterligare **höja kvaliteten på utbildningen** inom fakulteten genom att **tydliggöra kriterier för pedagogisk skicklighet** samt utifrån dessa **bedöma och belöna pedagogisk skicklighet**. Kriterierna, uppfattade som en helhet, är fakultetens vision om hur meriterat respektive excellent **läraryrke** ska komma till uttryck.

## Excellent och meriterade lärare [qualified or excellent]

Den pedagogiska akademien består av alla hittills utnämnda excellenta och meriterade lärare. Akademins arbete leds av en ordförande som bistås av en sekreterare. Dekanens/vicedekanens ansvar för utbildningen inom fakulteten omfattar även den pedagogiska akademien. Beslut om utnämning till akademien fattas av fakultetsstyrelsen.