Supporting the Development and External Review of Course Portfolios

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Session: (CS06)

Supporting the Development and External Review of Course Portfolios

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Outline of Session

• Overview of what we define a teaching portfolio to be

• Small group discussion on teaching portfolios and their usefulness

• Group reports: consensus, issues, and questions

• Overview of our Faculty Fellowship program

• Participant Experience – developing a portfolio and obtaining external reviews of a portfolio

• Question: is it possible at your school?

• Questions from participants
A Teaching Portfolio

- Faculty write three essays:
  1. Reflections on Course Content
  2. Reflections on Teaching Practices
  3. Reflections on Student Learning

- Faculty integrates the three essays into a reflective document (a course portfolio)

- Course Portfolio reviewed locally and externally

Benchmark portfolio versus an inquiry portfolio

**Benchmark** describes the current status of student understanding achieved; "**Inquiry**" **portfolios** track changes in student understanding across multiple offerings of a course.
Table Discussion

Select a person at your table to record your group’s thoughts, consensus, and questions

As a table group, discuss the following questions:

(1) What did you think of the teaching portfolios?

(2) What value do you see in writing, reading, and reviewing a portfolio?

(3) What potential uses do you see for this at your institution?

(4) What are some advantages of using teaching portfolio in your school?

(5) What concerns do you have in implementing a peer review program at your school/department?
Fellowship Program

- Department teams of four or more faculty

- 1 year fellowship ($1500 to each faculty, $2000 to department)

- **Project coordinators:** faculty to manage team progress and plan agenda for meetings

- **Graduate student interaction:** interact with faculty to offer prompts for the interactions

- **Meetings to discuss project and assigned readings:** August kickoff meeting, three group meetings per semester, monthly department team meetings, 3-day seminar in May
Is it possible at my school?

Take a couple of minutes and think about the following question:

How can a peer review of teaching program or components of it be adapted to my school?