



INSTRUCTIONS

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Instructions for Teaching Portfolio, Dalarna University

Anvisningar för pedagogisk portfölj vid Högskolan Dalarna

Introduction

A teaching portfolio is used to highlight pedagogical expertise and provides the basis for an assessment of such expertise in higher education. Pedagogical expertise refers to the quality of the applicant's pedagogical work. At Dalarna University, pedagogical expertise is characterised by a sound ability to plan, conduct and continuously develop high-quality education and teaching based on educational objectives within established frameworks, with a focus on students' active learning. This requires deep, broad and up-to-date knowledge of Teaching and Learning in Higher Education and subject didactics in the subject in question. Pedagogical expertise includes aspects such as teaching, supervision, assessment, course handbook design, informed choices of physical and digital learning environments, accessibility, inclusion, teachers' planning, course development, pedagogical leadership, and the dissemination of knowledge and exchange of experiences. Pedagogical expertise also includes the ability to connect teaching both to research in the subject in question and to a reflective and critical approach to teaching, student learning and pedagogical development.

Important to the assessment of pedagogical expertise is the applicant's critically reflective stance in work that is systematic and research-based as a means to develop their teaching and promote student learning. An important perspective is how the applicant actively contributes to the exchange of experiences in collegial discussions at the higher education institution, nationally and internationally. This is often referred to as "Scholarship of Teaching and Learning" (SoTL).

Instructions for the teaching portfolio

The teaching portfolio consists of a main text and appendices. The content of the main text must be easy to follow and must have a clear structure that incorporates the headings given in these instructions. The information that the expert reviewer needs for their assessment must be included in the main text of the teaching portfolio. The main text must reference the appendices in which additional detailed information substantiates what the main text says. Examples of appendices are certificates, grades, details about teaching hours, etc. The appendices are attached according to the instructions in this document. A recommendation for the designation, numbering and description of the appendices can be found at the end of this document. When applying for an assessment of your pedagogical credentials, you need to submit documentation certifying your eligibility to apply, as well as a certificate of the completed processing of your teaching portfolio at seminars (see Teaching Excellence Framework: Rules for Application) as separate appendices. These are not to be placed in the portfolio's structure for appendices.

The main part of the teaching portfolio must be written as a running text. To demonstrate their pedagogical expertise, applicants who have extensive experience as teachers are to select their most current and significant credentials.

It must be possible to assess the portfolio: that is, the expert reviewer must be able to assess the applicant's pedagogical expertise upon a review of the teaching portfolio. This requires detailed and in-depth descriptions of **what** is being described, **how** the pedagogical duties were performed, **why** the methods were chosen and **what results** were achieved. The applicant should provide reasons for their choice of approach and method with reference to pedagogical theories, literature on Teaching and Learning in Higher Education, research and proven experience^{1, 2}.

Below is a list of headings to be used in the main text of the teaching portfolio as well as instructions about what must be provided under each heading. It is important that the numbering and formulation of the headings are followed; however, not all headings may be relevant to all applicants. If that is the case, a heading can be omitted; however, the numbering of the headings must still be followed. To make it easier for the reader, use subheadings.

The main text should not exceed 10–12 pages, excluding references and appendices.

1. Short presentation

The purpose of the presentation is to give the expert reviewer an overview of you and your pedagogical assignments. Briefly describe in a running text how you began teaching, and summarise your previous pedagogical duties and roles. If you have extensive experience, choose the most significant and highlight these. Also provide a brief overview of your current pedagogical role(s), and briefly describe your current pedagogical duties.

Appendices to heading 1

As an appendix, include a CV detailing activities relevant to the application that provides an overview of your pedagogical credentials.

2. Higher education

2a. Subject specialisation

In a running text, briefly describe your university degrees and subject knowledge linked to your higher education degrees. The focus is on education that is particularly relevant to your current pedagogical work duties.

Appendices to heading 2a

As an appendix, include an account of each degree and courses detailing subject, course title, course code, level, higher education institution, year and number of credits, etc.

2b. Pedagogical education

In the first instance, give a brief account of the education you have received that qualifies you to teach in higher education. Also describe any other education in Teaching and Learning in Higher Education, such as education that qualifies you to be a doctoral student supervisor. After this, other pedagogical education can also be addressed, provided that it is relevant to your pedagogical work duties in higher

¹ Experience that has been gained over a long period and also documented and evaluated systematically.

² Applications for positions such as lecturer and adjunct lecturer are subject to lower requirements when it comes to references.

education, such as teacher education and leadership training.

Appendices to heading 2b

As an appendix, include an account of each degree and course detailing subject, course title, level, higher education institution, year, number of credits or equivalent in the number of weeks, etc.

3. Experience of teaching and supervision in higher education

3a. Experience of teaching at the first, second and third cycle, and in continuing professional development

In brief, describe the courses at first, second and third cycle and further education that you have participated in. State the roles you have had (e.g., teacher, course coordinator, examiner). In brief, describe your work in these areas: course planning, forms of distribution (campus, online, blended, hybrid, hyflex), teaching methods, course material, tools, resources and forms of assessment that you have experience with. Also, describe in brief the various student groups you have met in your teaching (for example, group size and/or student groups at different levels).

Appendices to heading 3a

As an appendix, include an account of each course detailing subject, course name, course code, level, higher education institution, year, number of credits, role, number of students, etc. If you have extensive experience, the recommendation is to select the most relevant courses.

3b. Experience of supervision in education at the first, second and third cycle, or equivalent

Summarise how many degree projects, theses or equivalent at the first, second and third cycle you have supervised or been the examiner for. Also state what role you have had as supervisor: that is, whether you had full or shared responsibility.

Appendices to heading 3b

As an appendix, include an account of supervision duties detailing subject, level, higher education institution, number of credits, role, name of the work, name of the student and name of the examiner. If you have extensive experience, the recommendation is to select the most relevant assignments.

4. Your pedagogical activities – description, reflection and development

In this section, describe and reflect on how you work with your teaching assignments with thought to factors such as preparation time, physical and digital learning environments, number of students and other relevant factors. Write about your pedagogical knowledge, your view on knowledge and student learning and how you apply these in your teaching and, where applicable, supervision.

Your description should also show your development from three time perspectives: 1) a brief description of how you began your teaching career in higher education, 2) a main focus on how you currently work with your pedagogical assignment and 3) wishes and ambitions for how you want to develop your teaching to support student learning in the future. If you believe that your education in Teaching and Learning in Higher Education contributed to your pedagogical development, you can describe this under this heading.

To show how you apply your pedagogical knowledge, your view of knowledge and student learning, you should highlight one or two concrete examples from your pedagogical practice where you describe in detail and in depth **what** you work with, **how** you teach and, where applicable, supervise, and also **what results** you achieved. Reflect on what worked well and what may not have worked so well, and also on what you have learnt from these experiences. Describe changes you have implemented or plan to implement and justify why based on, for example, the students' views in course evaluations.

Appendices to heading 4

As appendices, include certification/documents from the head of school (*prefekt*), head of department or equivalent that substantiate your ability to support student learning and to adapt teaching and, where applicable, supervision according to the situation. Relevant documents such as the course syllabus, course handbook, summaries of course evaluations, etc. that the applicant wishes to include in order to substantiate the text or provide supplementary information may also be included, provided that reference to these appendices is made in the text.

5. Experience in developing study materials, learning objects and/or other resources

Outline the resources that you have developed to promote student learning that were previously lacking and that are now used by others. Describe the purpose of what you have developed, the function they have in relation to existing resources and the extent to which you contributed to their development. Justify your pedagogical principles in relation to the development of resources, starting with the didactic questions **what**, **how** and **why**. If you know the results of the use of the resources that you developed and the contexts in which they have been used, you can include this information.

Appendices to heading 5

As an appendix, include a report for each resource regarding subject, level, year, scope, the resource itself or a link to the learning objects. If you have extensive experience, the recommendation is that you highlight the most relevant.

6. Experience in leadership, development and administration in education

Briefly describe the assignments you have had as a pedagogical leader: for example, course coordinator, programme director, subject representative, faculty member, head of department, head of school, deputy head of school, director of studies, etc. Focus on describing your role and **how** you worked in your assignment in leadership, development and administration. Describe in a reflective way **what** you have developed and **why** you chose to work as you did, as well as **the results** of your work. Here, you can also talk about pedagogical development work with colleagues and in development projects.

Describe concrete examples of how you initiated or took part in pedagogical discussions, seminars and conferences both within and outside your own university. For each example, describe the context, the purpose of the initiative, the participants and the results or effects the initiative led to, for example in the form of collegial development, changed working methods or the sharing of good examples.

Also discuss how you view your future pedagogical leadership, what development opportunities you identify and what you are interested in developing further.

Appendices to heading 6

As an appendix, include a report of the assignments you have had, which includes the role, scope, time, nature of the tasks, your contributions, etc. and any certification/documentation that proves your participation. If you have extensive experience, the recommendation is to select the most relevant roles and initiatives.

7. Dissemination of knowledge – development work, research and collaboration with a focus on Teaching and Learning in Higher Education

Describe how you have contributed to the dissemination of knowledge in the development of Teaching and Learning in Higher Education and/or research on teaching, learning and examination in higher education. Describe your role in the work, what results or effects have been achieved, and how you have communicated this through scholarly publications, conference papers or professional networks.

If you have also conducted or participated in outreach Teaching and Learning in Higher Education or didactic activities in collaboration with society at large and the private and public sectors, you can describe the results that were achieved. This might be contract education, popular science presentations or other forms of knowledge dissemination.

Appendices to heading 7

As an appendix, include an account of the documentation, reports, literature reviews, conference papers, scholarly papers/articles, artistic and scholarly papers with a focus on Teaching and Learning in Higher Education, etc. An account of the context, your collaborative partners, your role, your contribution, the scope/time span, etc. can also be included as an appendix. If you have extensive experience, the recommendation is to select the most relevant examples.

8. Other pedagogical credentials

Present any other pedagogical credentials, such as merits, awards and honours, that you consider relevant to your pedagogical activities in higher education. Explain why they are relevant and how they have contributed to the development of your pedagogical activities in higher education.

Appendices to heading 8

As an appendix, include an account in the form of a summary, certification or similar.

Appendices

We recommend that you number the appendices with the heading number first, and then sequential numbering: for example, 1.1, 1.2, 1.3, etc. In the case of several appendices under the same heading, a table of contents of the appendices makes it easier for the expert to gain an overview. In the table of contents, you can include a brief description, for example:

2b.1 Qualifying education in Teaching and Learning in Higher Education

2b.2 Doctoral student supervisor education

2b.3 Teaching certification (*lärarlegitimation*)

So that the expert reviewer can easily find a specific appendix, it is a good idea to name the files with the heading number, sequential numbering and a short description.

Description of the content in the appendices

1. A CV detailing activities relevant to the application that provides an overview of pedagogical credentials.

2a. Higher education – subject specialisation.

2b. Higher education – pedagogical education.

3a. Experience of teaching at the first, second and third cycle, and in continuing professional development.

3b. Experience of supervision in education at the first, second and third cycle, or equivalent.

4. Certification/documents on pedagogical expertise from the head of school, head of department or equivalent, as well as any relevant appendices.

5. Experience in developing study materials, learning objects and/or other resources.

6. Experience in leadership, development and administration in education.

7. Dissemination of knowledge – development work, research and collaboration with a focus on Teaching and Learning in Higher Education.

8. Other pedagogical credentials.