

Analysis of the teaching portfolio as a tool to enhance the quality and the effectiveness of the university professors

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GROUP GI-IDES ON TEACHER'S PORTFOLIO UNIVERSITAT AUTÒNOMA DE BARCELONA

Our objective is to explore the use of teaching portfolios as a tool for reflection, enhancement and assessment of the teaching quality

RESEARCH
QUESTION

Does the teaching portfolio is a strategy or tool suitable for improving the quality of our classes and students' learning and assessment?



GETTING
ANSWERS

To analyse:

- The contents of 123 teaching portfolios from 49 departments at UAB done between 2004 and 2008.
- The writing process, concerning to teaching philosophy and goals, day-to-day practice and the ways of self-improvement.

For this purpose, discussion groups and personal interviews were used.



THE ANALYSED TEACHING PORTFOLIOS CONFIRMS THAT HELPS THE PROCESS OF CHANGE...

- 1. Records your progress as a teacher**
 - a. For professional development and job search
 - b. For the academic promotion and tenure process
- 2. Is a powerful tool for reflection**
 - a. What is my teaching philosophy and goals?
 - b. Does my day-to-day teaching fit the model I believe?
 - c. How can I demonstrate it?
 - d. What can I do to improve?
- 3. Helps to improve the quality of teaching**
 - a. The process of creating a TP is much more important and meaningful than the end product.
 - b. Identifies and assess your teaching strengths and the areas needing improvement



The *Teacher's portfolio* (TP) writing process compels teachers to think with honesty about their daily activity, to discover their own educational philosophy, to evaluate their own progress as teacher and also, to start the search for the most effective educational and innovative strategies that not only will benefit students, but also, will serve to train better teachers