The Teaching Portfolio – Composition, Structure, Contents and Format

The following compilation shows the usual elements as internationally recognized and/or recommended. The sequential arrangement can be altered according to individual needs. The resultant portfolio should be coherent and readable, thus focusing on both the subject´s teaching culture and the teaching personality.

Element and *Aim*	**Contents**	*Form/ Format/ Extent*
Introduction		
Teaching Philosophy *Describes the teaching personality*	Explains the way you **experience** teaching, the fundamental (didactic) **concepts** behind your teaching, the **attitude** towards the students´ learning process, the link to your **research**, what characterizes your teaching **personality**, the **values** transferred through your teaching, your attitude towards your subject´s **teaching culture**, etc.	• *running text* • *I-statements* • *avoid: generalization, details on didactic concepts, methods etc.* • *½ - ¾ page; 8-15 Sätze*
Brief Biography *Offers an overview of academic career*	Gives a brief overview of your academic career **with focus on teaching and learning**, e.g. first teaching experiences as tutor, first student supervision(s), etc.	• *running text or bullet points* • *does not replace the written cv*
Main part		
Teaching Experience (past and Present) shows extent, level and diversity of your teaching	**For each course:** title/topic, position in curriculum (term), university, extent (ECTS), language, format, taught where, how often, number of students attending, on one´s own responsibility, link to TUMonline Supervision of practicals, students´ projects, theses (BSc, MSc, PhD)	• *bullet points* • *chronologically if little experience so far* • *sorted according to topics of courses if more experienced* • *highlight beginners`/ introductory courses*
Teaching Concept *shows ability to plan a balanced course, diversity of methods, learning outcomes*	Concept with elements of **Constructive Alignment**: learning outcomes, assessment format, teaching methods/formats; schedule, bibliographical reference, tutorials, ECTS.	• *bullet points* • *strongly related/based on module description* • *1 or 2 concepts, 1o2 pages each*
Additional Teaching Activities *shows commitment on top of „normal" teaching*	e.g. implementation of an online study forum (e-Learning), guest lectures, additional literature seminars, office hours, revision courses, cooperation with local industry to foster students´ projects, etc.; also membership in faculty recruiting boards, teaching awards/ competitions, publications, etc.	• *bullet points* • *brief explanation, if necessary*
Evaluations/Feedback *shows the appreciation of constructive feedback and it´s importance for reflection on teaching*	students´ evaluation, means to receive students´ feedback, teaching consultations, coaching, etc.; always commented critically, with added concrete measures for optimization.	• *running text or bullet points* • *choose items carefully, corresponding to teaching philosophy, teaching concept(s), subject culture, proper balance between positive/flattering and not-so-positive/critical, etc.* • *if possible pick feedback items from courses represented in chapter on teaching concepts* • *full evaluation forms in appendix only* • *extent: 3 to 5 items, maximum one page.*

Element and *Aim*	**contents**	*Form/format/extent*
Further Education *shows type and amount of further education regarding teaching and learning*	attended courses/workshops, certificates of higher education, hospitations, coachings, consultations, etc.	• *bullet points* • *name topics covered if not obvious through title*
Outlook/ Future Perspective		
Courses Planned/ Desired *shows creativity, willingness to take on teaching duty, a clear view for teaching demands*	For each course: title/topic, position in curriculum (term), university, extent (periods per week, ECTS), brief contents overview, clear statement for relevance (e.g. in the form of learning outcomes); if used for application for teaching position: point out possible cooperations with future colleagues.	• *bullet points* • *2 to 3 "new" courses* • *if used in applications: adapt to future university´s curriculum*
Teaching Projects Planned *shows extra commitment, sensitivity for present needs/demands*	**justified add-ons** for teaching and learning, i.e. revision courses, office hours, support for younger colleagues, etc.	• *running text or bullet points* • *if possible briefly explain existing pilot projects* • *2 to 3 projects max.*
Appendix		
Evaluations	statistical summary rather than full text; further details on demand	
Excerpts of Scripts/ Slides	e.g. list of topics covered, chapters, learning outcomes, summaries, etc.	• *excerpts; 6 to 8 pages max.* • *add only if really significant*
Assessments and worksheets	e.g. supporting the teaching concept(s) (see main part)	• *excerpts* • *add only if really significant*
Module Descriptions	e.g. supporting the teaching concept(s) (see main part)	• *add only if really significant* • *only when responsible for the module at hand*
Certificate(s)		• *only if relevant for teaching*