

Oxford Learning Institute

University of Oxford

Developing Learning and Teaching Portfolio Submission and Assessment Handbook 2016-2017

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1. Introduction

Developing Learning and Teaching (DLT) is a programme for doctoral and postdoctoral researchers who are undertaking their first experience of teaching in higher education.

The programme takes place during one or two terms, during which time participants undertake some teaching and attend a taught course (usually 6-9 contact hours) which is held in their Division, Department or other University centre. Participants also complete a series of activities related to their teaching and write about these in a teaching portfolio.

The aims of DLT are to:

- support you as a new teacher in higher education with your first teaching experiences;
- develop your skills in choosing teaching strategies and designing lessons (with a focus on the single session);
- help you to consider how your teaching strategies might affect your students' learning;
- develop your capacity to describe your teaching context, your teaching values and your overall approach to teaching ('teaching philosophy');
- develop your confidence and ability to evaluate your own teaching (through student evaluation and/or teaching observation);
- enable you to use relevant educational literature to reflect upon and inform your teaching values, strategies and practices.

The University of Oxford Developing Learning and Teaching programme is accredited by the Staff and Educational Development Association. This means that as well as being structured around typical experiences of teaching at the University of Oxford, your programme is also underpinned by the SEDA values. The SEDA values focus on your development as a teacher in higher education and on student learning in your subject area. Developing these values will help you with your teaching in any context, not just at Oxford. Section 6 outlines these values and how they are addressed in the DLT course. Please read this section of the handbook carefully as it will give you a good idea of what to expect in your taught course. If your submitted portfolio is passed by the examiners you will be gain the award SEDA PDF Supporting Learning. This is an award which is recognised throughout the UK, and is also mapped at Descriptor 1 to the UK Professional Standards Framework for Teaching and Supporting Learning In Higher Education. You can find out more about the UKPSF here: <https://www.heacademy.ac.uk/recognition-accreditation/uk-professional-standards-framework-ukpsf>.

This handbook contains all the information you need to submit a portfolio for the DLT programme. It should be consulted alongside any additional handbooks or online resources which may accompany your specific taught programme. The taught programmes for DLT vary according to context (discipline, local teaching practices, etc.) so each programme leader provides the materials in a format tailored for their participants.

2. Pre-requisites for the programme

In order to sign up for your local Developing Learning and Teaching programme, you must fulfil two pre-requisites:

Attend Preparing for Learning and Teaching at Oxford

Preparing for Learning and Teaching at Oxford (PLTO) is a half- or full-day seminar held in your department, faculty or division. It introduces you to the specific types of teaching that you may well

undertake in your faculty, and usually involves an introduction to the undergraduate degree and, where applicable, taught masters programmes. Arrangements for PLTO vary across the University so you should consult your department/faculty or the divisional training office if you are unsure how to register.

Fulfil the minimum teaching requirements

Oxford's distinctive approach to undergraduate teaching requires that it is primarily delivered by established post holders. Another distinguishing feature of the University is the large number of graduate and postdoctoral researchers; the combined effect is that, in some parts of the University, opportunities for early career researchers to teach are relatively few by comparison with other Higher Education Institutions. The DLT programme has been designed specifically for the University of Oxford and takes this into account.

The minimum teaching requirements to take part in the Developing Learning and Teaching programme and complete a portfolio are as follows:

Participants either need to experience two different teaching settings (i.e. a lecture and a class; a tutorial and undergraduate dissertation supervision) or a more extended experience in one setting (e.g. a series of tutorials or classes or lectures spread over one or more terms). Co-teaching is encouraged; however, participants must be actively involved in some part of the teaching. Assessing undergraduate work and providing feedback also count as active teaching involvement.

Example 1: give one lecture; complete one set of marking and provide feedback to students on their work.

Example 2: co-teach a set of eight classes with a more experienced teacher.

Example 3: teach one tutorial and complete a laboratory demonstration.

It is possible to use teaching experience from another higher education institution in the UK to fulfil the minimum teaching requirements. Teaching experience from outside the UK or with students at pre-university level cannot be counted towards the minimum requirements. However, you are encouraged to draw on experience of this kind in your portfolio. For example, previous successful participants have compared and contrasted their overseas HE teaching experience with those in the UK or have compared pedagogical approaches and/or overall goals of HE.

3. Portfolio requirements

Portfolios are written documents of 2,500-5,000 words (excluding appendices). You should look carefully at the assessment sheet in Appendix 2 to see the criteria by which your portfolio will be assessed. Note that the second page of the assessment sheet provides further details for each assessment criterion.

The programme leader for your taught course will explain how you might compile your portfolio, and may make specific suggestions on what your portfolio should contain. These guidelines vary across the University in order to take account of the different forms of teaching participants will engage in (e.g. lab teaching in the sciences, language classes in humanities, etc).

Portfolio appendices

You should include appendices to your portfolio where these will help the reader better understand your teaching context and your portfolio writing. The following is a typical list of documents which candidates may consider including in portfolio appendices:

- A PowerPoint or full set of notes for a lecture.
- Any notes for students or reading lists which might accompany a lesson plan (it is also possible to include a very detailed lesson plan in an appendix, and a shorter form in the main text).
- Samples of student work with your feedback on them (must be anonymised).
- A complete set of data from student evaluation of your teaching, e.g. a set of completed, scanned evaluation forms, or a typed up set of notes from a discussion (must be anonymised).
- Extracts from a teaching journal or notes made immediately after teaching.
- A set of notes from a teaching observation.
- Course documentation for a course where you have done some or all of the teaching, especially where that helps the reader to understand the broader context of your teaching.

You should not, however, treat the appendices as a place in which you ‘prove’ what teaching you have done: you do not need to include every single piece of documentation you have about your teaching! A good rule of thumb is to include in the appendices only items which you discuss and explicitly refer to in the main body of your portfolio.

Please note that where you include samples of student work you must ensure you gain the student’s permission to use them, and also remove their name (by deleting or blocking it out, for example).

4. Portfolio submission and assessment

Portfolios are assessed three times a year, with the deadline for submission set at **Monday 1st week of each full term**. You may of course submit a portfolio at any time and it will be held until the next assessment period.

We expect most participants to submit their portfolios at the beginning of the term following their completion of the DLT taught programme. So, for example, if you participate in a taught programme which finishes at the end of Michaelmas term, you should plan to submit your portfolio in the first week of Hilary term.

If you are unable to submit your portfolio for this initial submission deadline, you may submit it at a later date, provided that this is within three terms of your completion of the taught course. This means, for example, that if you take the taught course in Michaelmas term, you may submit it in Hilary term, Trinity term, or the Michaelmas term of the next academic year. If you do not submit by this [LAST AVAILABLE DEADLINE](#), then you will no longer be eligible to submit a portfolio. If you wish to make a request for an extension to this deadline due to extenuating circumstances, please contact your course tutor at the earliest possible time.

5. Submitting your Developing Learning and Teaching portfolio

The assessment of DLT portfolios is administered centrally by the Oxford Learning Institute.

Submission deadlines are on the Monday of 1st week of each full term. Actual dates are available on the Developing Learning and Teaching web page

(<http://www.learning.ox.ac.uk/support/teaching/programmes/dlt>).

Having followed one of the local programmes and completed your written portfolio, please submit two stapled hard copies, each with a completed cover sheet, to:

DLT Portfolio Administrator
Oxford Learning Institute
16-17 St Ebbe's Street
Oxford OX1 1PT

You are also required to email a copy of your portfolio and cover sheet to the DLT Portfolio Administrator (claire.brewer@learning.ox.ac.uk).

You can download a copy of the cover sheet from the Oxford Learning Institute website (<http://www.learning.ox.ac.uk/support/teaching/programmes/dlt/>).

The cover sheet is a Word document. If you complete it with your personal details, then cut and paste the whole page into the beginning of your portfolio (also in Word), this will mean you don't have to complete the form by hand or struggle with scanning it, etc. You can submit your portfolio as a Word document or save and submit it as a PDF.

	Submission deadlines (2016-17)	Result available
Michaelmas term	Monday, 1st Week (10 October 2016, 12.00 noon)	Week commencing: 23 January 2017*
Hilary term	Monday, 1st Week (16 January 2017, 12.00 noon)	Week commencing: 13 March 2017
Trinity term	Monday, 1st Week (24 April 2017, 12.00 noon)	Week commencing: 19 June 2017

* Michaelmas results come later than in other terms because of assessors' involvement in undergraduate admissions work which takes place at the end of term.

Fail portfolios

Portfolios which have failed are returned to the candidate with specific recommendations from the examiners for improvement before resubmission. You will also be offered one-to-one support from the programme leader to provide you with advice in redrafting your portfolio.

When you resubmit, you should attach a Resubmission Cover Sheet **in addition to** the main one. This form allows you to indicate the changes made in response to examiners' feedback on your earlier portfolio submission, enabling your new submission to be assessed fairly.

The Resubmission Cover Sheet may be downloaded from the Oxford Learning Institute website at <http://www.learning.ox.ac.uk/support/teaching/programmes/dlt/>

If your portfolio is submitted at the **LAST AVAILABLE DEADLINE** and it fails, then you will have one further opportunity to resubmit for the next deadline. If you miss this deadline then you will no longer be eligible to submit a portfolio.

How you get your certificate and result

You will be contacted via email by the DLT administrator with the results of your portfolio assessment during the week indicated in the assessment timetable. If your portfolio is passed, you will also be sent a hard copy of your certificate which will show that you have achieved the award SEDA PDF Supporting Learning. The certificate will be sent to the address that you give on your portfolio coversheet, so please ensure that you use a contact address which will still be valid at this later date.

6. SEDA Accreditation of Developing Learning and Teaching

The University of Oxford Developing Learning and Teaching programme is accredited by the Staff and Educational Development Association. This means that as well as being structured around typical experiences of teaching at the University of Oxford, your programme is also underpinned by the SEDA values. The SEDA values and learning outcomes focus on your development as a teacher in higher education and on student learning in your subject area. The SEDA award is recognised throughout the UK, and is also mapped at Descriptor 1 to the UK Professional Standards Framework for Teaching and Supporting Learning In Higher Education. You can find out more about the UKPSF here: <https://www.heacademy.ac.uk/recognition-accreditation/uk-professional-standards-framework-ukpsf>.

Below we explain how the SEDA values and learning outcomes are expressed in your DLT programme.

1. Developing an understanding of how people learn

In your taught course:

- You will be expected to discuss your own experiences of learning in seminars/workshops.
- The seminars themselves and the programme put you, the participant, in the role of a student, and we encourage you to use this experience to help you to think about what it feels like to be in this role.
- You will read educational literature on this subject, and particularly subject-specific literature on learning in their subject area. This will be in preparation for seminars/workshops and also as you prepare your portfolio.

In your portfolio:

- You must review and reflect upon your own teaching in the portfolio, considering whether there is any disparity between your expectations of student learning and what you have found during your teaching experiences. (See Criteria 1 and 2 of the marksheet)
- You must get some evaluation of your teaching from students and/or observers, which will, among other things, help you to consider how students are learning in your lesson/course. (Criterion 2)
- You must reference appropriate literature, which usually includes sources that are about student learning (not just teaching). (Criterion 6)

2. Practising in ways that are scholarly, professional and ethical

In your taught course:

- Your DLT seminars/workshops will explore professional and/or ethical issues where relevant to the group/local setting (e.g. considering uses of evaluation data for teaching enhancement vs for institutional ranking; discussing the boundaries of student-teacher relations in tutorial settings).
- The DLT programme employs a cycle of review and reflection which we consider to be a professional approach to teaching. This consists of looking at your teaching from several different perspectives: that of your own experiences as a student; the experiences of your students; the ideas that your mentors or peers can contribute; and the educational literature.

In your portfolio:

- You must engage with students and/or observers to get productive evaluation of your teaching. (Criterion 2)
- You must show that you realise that teaching is a value-based activity by explicating your own teaching values/philosophy and showing how this influences your practice. (Criterion 4)
- You must select an issue related to diversity/inclusivity and relevant to your teaching for the portfolio, and consider the ethical and practical implications for your teaching practice. (Criterion 4)

3. Working with and developing learning communities

In your taught course:

- Seminars/workshops are structured in interactive ways, requiring you to discuss ideas and practice with colleagues.
- You may engage with mentors or peers in your discipline to have your teaching observed, and this can be a valuable way to relate your DLT course experiences to your own subject-specific context.
- You will have opportunities during your seminars/workshops to think about how students in higher education may or may not work together, and to consider how the ways in which we design teaching may support or prevent forms of collaboration or competition.

In your portfolio:

- You must reference appropriate educational literature in your portfolio. This requirement means that you must situate your own practice in relation to other members of a scholarly community focused on learning and teaching. (Criterion 6)
- In your lesson design you will need to think about how your students are working in a group as well as individually, and how you as a teacher can best encourage appropriate forms of learning in your subject area.

4. Valuing diversity and promoting inclusivity

In your taught course:

- We value the diversity of you, the participants on the programme and you will be encouraged to draw on your own experiences as students in higher education as well as the experiences of other participants on your course.

In your portfolio:

- You must select an issue related to diversity/inclusivity and relevant to your teaching for the portfolio, and consider the ethical and practical implications for your teaching practice. We would remind you that we consider any form of heterogeneity to be valid for your reflection in this part of the portfolio. For example, considering issues of confidence related to who speaks in tutorials is just as important for inclusive classrooms as thinking about specific characteristics such as gender or sexuality. (Criterion 4)

5. Continually reflecting on practice to develop ourselves, others and processes

In your taught course:

- In your seminar/workshop discussions you will reflect upon your own practices and those of your department and discipline.

In your portfolio:

- The portfolio is intended to be reflective. By this, we expect that you will show us how you analyse the teaching experiences that you have had as well as how you interpret input from peer or mentor observations, student feedback or student performances. (all criteria)
- In the portfolio, you are required to include either a report of a mentor or peer's observation of your teaching, or student evaluations of your teaching. (Criterion 2)
- You must reflect upon your own values and show how those are exhibited in your teaching (or how you could exhibit them better in future). (Criterion 5)
- You must articulate how your understanding of teaching and learning is developing over time and identify some ideas for your future development as a teacher. (Criterion 7)

SEDA Supporting Learning: Core Development Outcomes				
	Identify their own professional development goals, directions or priorities	Plan for their initial and/or continuing professional development	Undertake appropriate development activities	Review their development and their practice and the relations between them
DLT Learning outcomes (abbreviated form)				
Teaching Practice	✓		✓	
Review of teaching	✓			✓
Lesson design			✓	
Student diversity and learning				✓
Teaching values	✓			✓
Educational literature		✓	✓	
Your development as a teacher	✓	✓	✓	✓

SEDA Supporting Learning: Specialist Outcomes			
	Use a variety of approaches to enable learning	Use a variety of methods for evaluating their role in supporting learning	Inform their professional role with relevant strategy, policy and quality considerations
DLT Learning outcomes (abbreviated form)			
Teaching Practice	✓		✓
Review of teaching		✓	
Lesson design	✓		✓
Student diversity and learning	✓		✓
Teaching values		✓	
Educational literature	✓		
Your development as a teacher			✓

Appendix 1: Developing Learning and Teaching Portfolio Coversheet

Candidate Name:		College:	
Department/Faculty:			
Status in connection with the University of Oxford and its Colleges Tick if applicable	Student	Staff	If staff, who do you work for?
Contact postal address:			
Contact email address:			
Portfolio Title:			Tick if a resubmission
Portfolio word count, excluding bibliography and appendices [2,500-5,000]:		Term in which you completed your taught course:	
		Term of submission:	

Permission to share portfolio

Please tick boxes if you DO NOT give permission. If you leave these check boxes blank we assume you are willing to allow your work to be used as described.

I do not give permission to my division and the Oxford Learning Institute to share my portfolio with future portfolio writers	
I do not give permission for extracts from my portfolio to be used in teaching and learning workshops/seminars as examples of portfolio writing and/or teaching practice	

Plagiarism

In signing this cover sheet I declare that, apart from properly referenced quotations, this portfolio is my own work. It has not been submitted previously for any other assessed course.

Signature:	Date:
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An electronic file of this coversheet, suitable for completing in Word and pasting into portfolio documents, can be downloaded from <https://www.learning.ox.ac.uk/support/teaching/programmes/dlt/>

Appendix 2: Developing Learning and Teaching Portfolio Assessment Sheet
 The DLT Programme is accredited by the Staff and Educational Development Association (SEDA).
 Successful achievement of the criteria below leads to the SEDA PDF Supporting Learning Award.

Candidate name:	Term of Assessment:	
Criteria	Pass	Fail
1. Teaching Practice Portfolio includes description, analysis and critical evaluation of the candidate's own teaching.		
2. Review of teaching Portfolio includes a review of own teaching via student evaluation and/or teaching observation, including reflection on the implications of this evaluation.		
3. Lesson design Portfolio includes the design of a lesson (e.g. class, lecture, tutorial, seminar, or lab demonstration), including a rationale for the design choices made, and attention to how students receive feedback on their learning.		
4. Student diversity and learning The portfolio identifies at least one example to demonstrate the candidate's awareness of student diversity and explores the implications for the candidate's teaching practice.		
5. Teaching values Description and analysis of teaching in the portfolio is explicitly connected to the candidate's developing teaching values ('teaching philosophy') within their disciplinary context.		
6. Educational literature Portfolio makes appropriate use of relevant ideas from educational literature in critical analysis of teaching practices and values.		
7. Your development as a teacher Portfolio explains how the candidate's own teaching practice and understanding of learning and teaching is evolving over time, and identifies ideas for future development.		

Please tick the boxes that apply above and supply feedback below. Please note that candidates must pass all criteria to pass overall, and that excellent performance on one or more criteria does not mitigate failure to pass other criteria. If any areas of the portfolio are borderline/fail, please indicate where they fail to meet the criteria and how these issues might be addressed if the candidate wishes to resubmit. If all areas are passed, please include feedback comments to the candidate on particular strengths of the portfolio.

Please type feedback here:

Overall Assessment: PASS / RESUBMIT

Assessor:

Date:

Assessment Sheet Notes – explanation of criteria

Criterion 1 – Teaching Practice

Portfolios must address actual teaching, using detailed description, analysis and critical evaluation of the candidate's own teaching in one or more of the following settings: tutorials, lectures, classes, labs, project supervision or other type of teaching. Documentary evidence should be used to support claims made in relation to practice wherever possible; and such evidence may be included in an appendix.

Criterion 2 – Review of teaching

The portfolio must include a review of the candidate's own teaching via student evaluation and/or teaching observation by a peer or mentor, and include reflection/discussion of the outcome of this evaluation which indicates how the results might influence future teaching practice. Evidence may include mentor's reports, peer observation reports, student evaluations, completed minute papers, etc. and these may be included in appendices. Whilst observation of other teachers can form part of portfolio, please note that to satisfy this criterion it is not sufficient on its own.

Criterion 3 – Lesson design

The evidence candidates use to meet this criterion may concern learning activities they have already delivered or potential future teaching plans. Material which can be included for this area includes: lesson plans, lab designs, lecture plans with handouts/ visual material, etc. An explanation of the pedagogic rationale for the design should be included and the role of feedback in student learning must be identified and critically discussed. Feedback to students may be addressed in the context of a single 'session' (e.g. a lecture/ class/ tutorial/ lab demonstration), or might take into account the student learning experience over a period of time.

Criterion 4 – Student diversity and learning

In at least one part of their portfolio candidates should identify an issue where student diversity has implications for learning and teaching. For example (and these examples are not exhaustive), candidates might identify heterogeneous prior educational backgrounds or attainment, or issues related to gender, race, ethnicity, or disability. Candidates are expected to identify and explore the implications of the issue raised; and consider practical ways to respond in their teaching. In many instances there is no single ideal way to respond to a heterogeneous student body, and so candidates may wish to propose more than one practical response and/or to explore ways to engage students in dialogue about the issue.

Criterion 5 – Teaching values

Candidates must articulate the values or rationale underpinning at least one area of their teaching practice. This might be achieved by: presenting a personal 'teaching philosophy'; using educational literature to justify a teaching session design; evaluating different approaches to teaching using explicit criteria. These suggestions are however, not exhaustive. The key requirement is that candidates analyse their practice in the light of their beliefs about what is important and effective in good learning and teaching in their disciplinary context, and that they recognise how those beliefs are formed through a combination of personal motivation, experience and educational theory.

Criterion 6 – Educational literature

Candidates are not expected to become experts in educational literature but are expected to incorporate relevant literature to support claims made in the portfolio. Demonstrations of how reading the literature has stimulated deeper thinking on issues relevant to teaching and learning are also encouraged. Lists of recommended reading are available for each division, and candidates may also refer to other educational resources not specified on the list.

Criterion 7 – Your development as a teacher

Your portfolio should contain an overview, or an introduction and conclusion which explains how your teaching practice and understanding of learning and teaching is evolving over time. This narrative of your development as a teacher might bring together any key ideas or issues which have arisen in different parts of the portfolio. It is also important that your portfolio should look forward and identify ideas for future development. You might consider, for example, ideas for expanding your teaching experience; trying out new approaches; or finding out more about how other people teach in other institutions or subject areas.

Appendix 4: Developing Learning and Teaching Resubmission Cover Sheet

Name:

Please indicate below, using bullet points, the ways in which you have addressed the weaknesses raised by the Examiners with respect to the first submission of your DLT Portfolio.

(Please include page numbers and indications of paragraphs where changes have been made).

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