Development of Teaching Portfolio Framework through a Multidisciplinary Community of Practice

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Teaching portfolio

What?
- Structured, selective & coherent collection
  - documents
  - artifacts
  - reflection
- Teaching & learning

Why?
- Reflection on and improvement of one's teaching
- Enhancement of students' learning
- Appraisal & performance review
- Presenting a true and holistic picture as opposed to student ratings
- For formative and summative purposes

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Community of Practice (CoP)

"groups of people who share a concern or a passion for something they do and learn how to do better as they interact regularly"

(Wenger, McDermott, & Snyder, 2002, p. 4)

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Faculty Learning Community (FLC)

"a cross-disciplinary faculty and staff group of six to fifteen members who engage in an active, collaborative, yearlong program with a curriculum about advancing teaching and learning and with frequent seminars and activities that provide learning, development, the scholarship of teaching, and community building"

(Cox, 2004, p. 8).

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The project workflow

CoP Phase	Major activities	Month January 2014-Onwards
Inquire	Setting mission & identifying roles	January
Design	Brainstorming on teaching	January
	Drafting Teaching Portfolio Framework (TPF)	February
	Developing guiding questions	March
Prototype	Teaching Portfolio (TP) prototypes & receiving feedback	March-May
	Finalizing the TPF	June
	Preparing individual portfolio	July - August
Launch & growth	Launching the TPF	September – onwards

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Dual structure

Coordinators	Members
To set the framework (vision, initial purpose)	To give feedback on the framework
To facilitate and monitor the development of TPF	To suggest and undertake specific actions and to report back
To support members' initiatives	To make initiatives based on their academic disciplines and experiences
To design and collect activities concerning TPF	To design and identity TPF activities and carry out these activities
To chair team meetings	To attend team meetings

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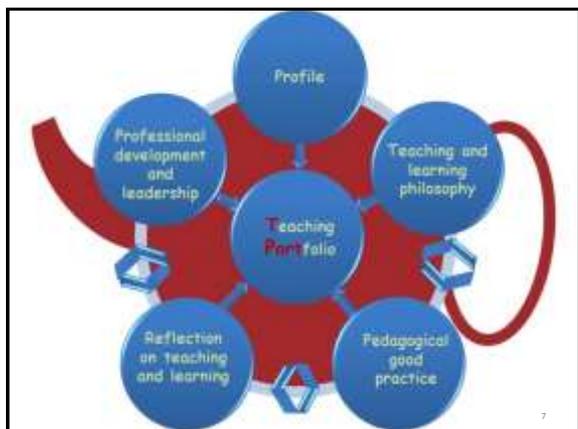
CoP members' reflections

ALONE → **TOGETHER**

- Collegiality
- Support
- Scaffolding
- Diversity and individuality

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"And that for me - that is the point of CoP - is meeting after years of years teaching alone, dealing with problems alone, I finally find a set of people sitting around and talking my language. That is for me." (Member I)

"I think the way we would always divide up into random groups working with different members of the CoP really helped because then we can encourage each other and I also learned from all the other members whom I also consider to be my mentors in that style." (Member F)

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"This semester particularly I did a lot of reflection. ... last week at the end of the class, I asked the students 'OK. I want you to take out a piece of paper reflect what you have learned this semester.' I never did that before." (Member G)

"And I think teaching portfolio CoP allowed me to reflect on my own teaching performance my skills my knowledge whatever it may be. And this will really help me in future career path especially." (Member K)

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Important characteristics

- Specific task
- Dual structure
- Small group interactions
- E-communication
- Multidisciplinary and multicultural community

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Implications

Context
- Support
- Funding
- Recognition

Members
- Passion for shared domain
- Desire to change and bring about improvement
- Willingness to engage in ongoing sharing & reflection

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