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TaLiC

Teaching and Learning Innovation Centre
教與學創新中心

Building a Teaching Portfolio: Evidence, Reflection and Professional Identity

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Teaching and Learning Innovation Centre (TALIC)



This session:

1. What is a Teaching Portfolio?
2. Reflection in an academic context
3. Articulate your educational philosophy
4. Generate evidence to demonstrate effectiveness



Why develop a Teaching Portfolio?

The screenshot displays the UNSW myEducation Portfolio website. At the top, the UNSW logo and 'myEducation Portfolio' are visible. A navigation bar includes links for 'About', 'Getting started', 'Collecting evidence', 'Indicative standards', 'Find people', 'FAQ', and 'Example profiles'. The main content area features a profile for Gary Velan, Senior Vice Dean - Education, Medicine, and Medical Sciences. To the right of the profile are four criteria categories: 'Design and development of learning activities and assessment', 'Teaching and supporting student learning', 'Disciplinary expertise and professional development', and 'Educational leadership'. Below these are two articles: 'Scientia Education Academy Lecture - The Scientia Educational Experience: Roles of Assessment, Feedback (and Humour)' and 'Scientia Education Academy Lecture - myEducation Portfolio: What is it, and why does it matter?'. A 'Tools' sidebar is visible on the right side of the page.



Candidates are strongly encouraged to summarize their teaching achievements with evidence indicative of their mastery of the courses taught, and achievements in, and commitment to, teaching and curriculum development, for example up to 10 comments from student evaluations/external examiners, and a list of prizes, awards or other recognition for teaching excellence.

The University of Hong Kong Faculty Handbook. Tenure and Promotion Review of Professoriate Staff. Human Resource Office January 2025.
p.19 [my emphasis]



Teaching portfolios in general

Evaluation of practice and development of practice

Reflective – written in the first person

Contains:

- i. **Ideas that inform your practice** (educational philosophy and values)
- ii. Reflections on courses taught
- iii. Examples of your repertoire of practice – teaching methods/approaches to learning
- iv. Changes you have made to courses/activities - and why?
- v. **Effectiveness** of own teaching (evaluation and feedback)
- vi. Review and improvement of own teaching (CPD)



Why should teachers be reflective?





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“We don’t learn from experience. We learn from *reflecting* on experience” (John Dewey)





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Describe an event that happened recently in a teaching context





Shifting narrative perspective

Descriptive account

- 1) No questions
- 2) Little or no recognition of emotions
- 3) Description by the writer
- 4) Uncritically accepting ideas
- 5) Uncritically accepting a situation
- 6) Relying on self

Reflective account

- 1) Asking and responding to questions
- 2) Management of emotions
- 3) “standing back from event”
- 4) Questioning and challenging ideas
- 5) Recognition of prior experience
- 6) Taking others’ views into account



Reflection in an academic context

Reflection in the academic context is likely to involve **a conscious and stated purpose for the reflection**, with an outcome specified in terms of **learning, action and clarification**

(Based on Jenny Moon (2004) A Handbook of Reflective and Experiential Learning. Theory and Practice. Routledge:London, p.83)



Reflection on teaching = asking questions about your teaching

Why do I teach/assess in this way?

How do I know my teaching is effective?

Why did this incident happen in my class?

How can I avoid/encourage a similar situation?

How can I make a difficult concept clearer?

How can I engage my students more?

How can I make group work more effective?

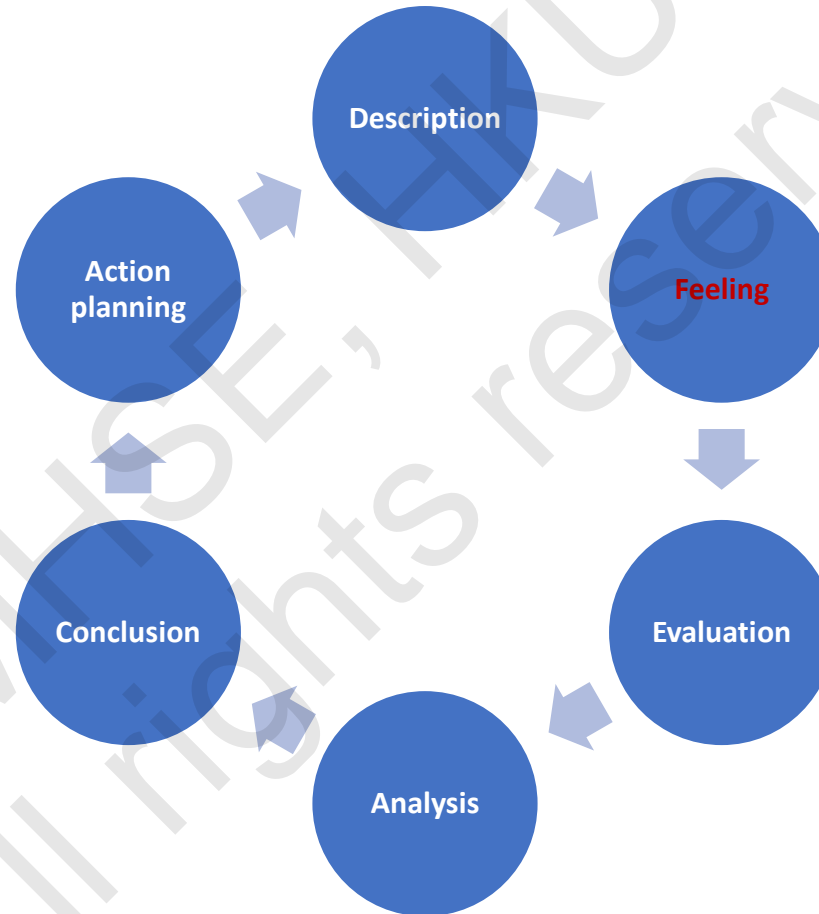


Kolb's Experiential Learning Cycle (1984)





Gibb's Reflective Cycle (1988)





Articulating an educational philosophy



- 1) How would you describe yourself as a teacher?
- 2) What are your educational values?



Factors that may shape your philosophy

- Disciplinary values
- Personal values
- Professional bodies
- HKU educational aims



HKU's Educational Aims

1. Pursuit of academic/professional excellence, critical intellectual inquiry and life-long learning
2. Tackling novel situations and ill-defined problems
3. Critical self-reflection, greater understanding of others, and upholding personal and professional ethics
4. Intercultural communication, and global citizenship
5. Communication and collaboration
6. Leadership and advocacy for the improvement of the human condition



Academic Identity is shaped by:

“the value of discipline scholarship, intellectual curiosity, a community of practice, accountability to peers and professional autonomy” (p.123)

Richard Winter (2009) Academic manager or managed academic?
Academic identity schisms in higher education. *Journal of Higher Education Policy and Management*, 31(2), 121-131.



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Evidence.

How do I know I am an effective teacher?





Evidence

- I may know from scholarship and research that something works (consulting literature)
- I may know from my students that something works (testimonials)
- I may know from my peers that something works - colleagues and/or external examiners (testimonials)



Generating evidence from students

- How did this exercise help you understand the concept of X?
- Was this activity useful in learning Y? Explain to me how.
- What were the challenges of this activity? How did the challenges help you learn?
- Quality of students' work/performance as the result of an intervention



What we covered today

Explored

- 1) The purpose of a Teaching Portfolio
- 2) Reflective approaches to our teaching
- 3) Our personal teaching philosophy
- 4) How to collect evidence of our effectiveness





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Thank
you