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TaLiC
Teaching and Learning Innovation Centre
教與學創新中心

Building a Teaching Portfolio: Telling the Story of Your Teaching

6th October 2026

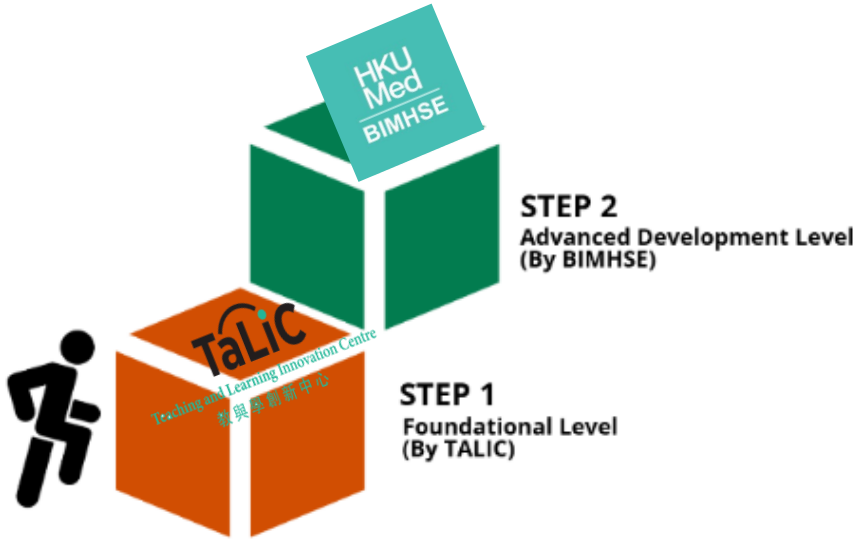
Prof Fraide Ganotice, Prof Lily Zeng and Dr Jannie Roed

By the end of this session, you will be able to:

1. Apply the Trifocal Faculty Development Model to map your educator development stage
2. Explain key characteristics of a teaching portfolio
3. Articulate your educational philosophy
4. Generate evidence to demonstrate effectiveness at each developmental stage
5. Online teaching portfolio

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Flexible, Scaffolded for Further Development

Professional Development Programme

- Clinical Reasoning - Can it be taught?
- Effective Student Supervisor Relations - Feedback & Mentoring
- Effective Student Supervisor Relations – Learner Support and Well-being
- Building Your Teaching Portfolio
- Teaching Strategies to Facilitate Active Learning
- Case-based Learning, Problem-based Learning, Interprofessional Education
- Principles of Teaching

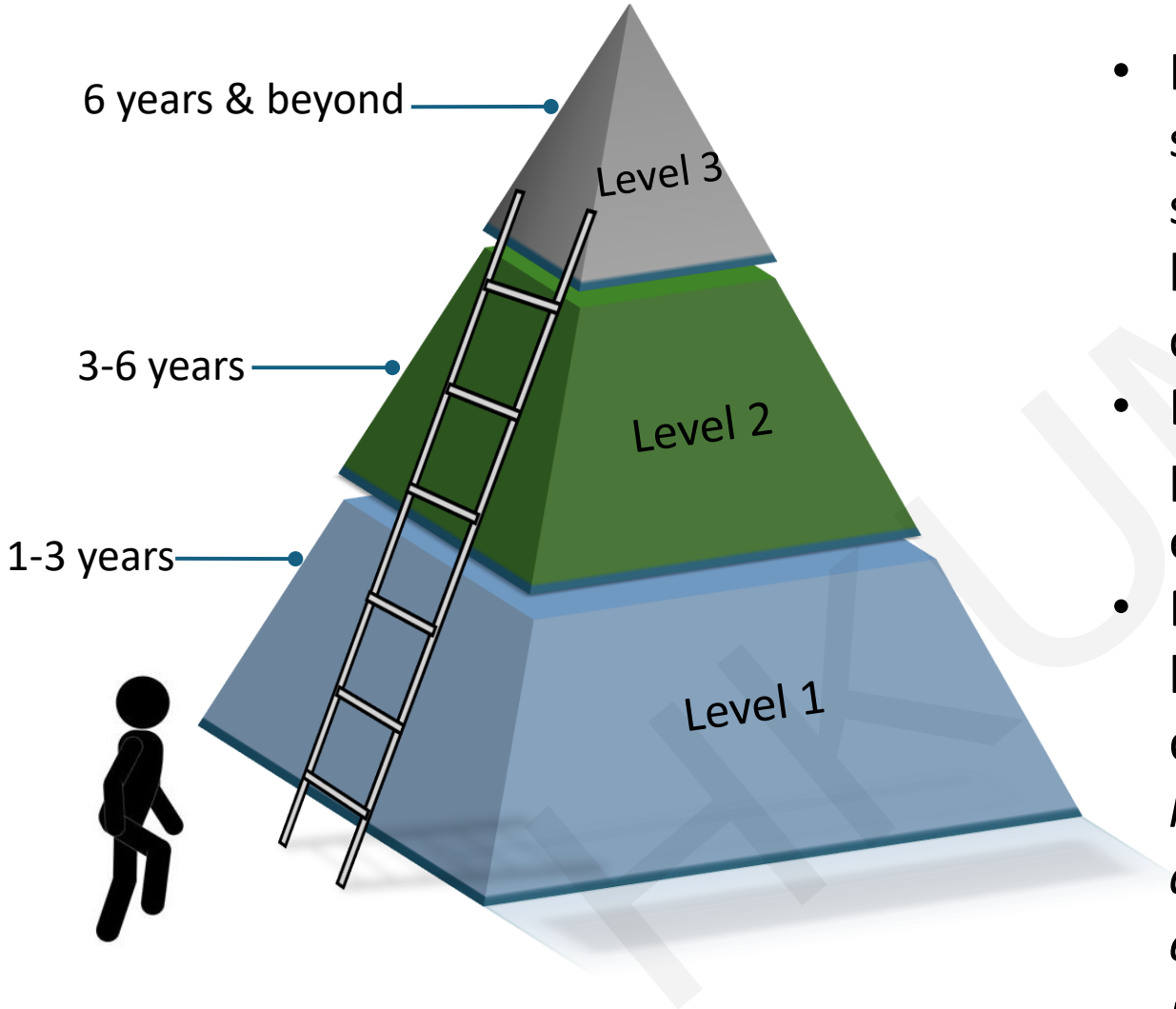
Advanced Professional Programme

- Facilitation and Questioning Skills in Small Group Learning
- Towards Optimizing Students' Motivation in Small Group Learning
- Effective Feedback in Small Group Learning
- Enhancing Learning through Curriculum Design
- Test Construction and Item Analysis
- Fundamentals of Research in Medical Education: Quantitative, Qualitative, and Mixed Methods Research

Mandatory Foundational Level

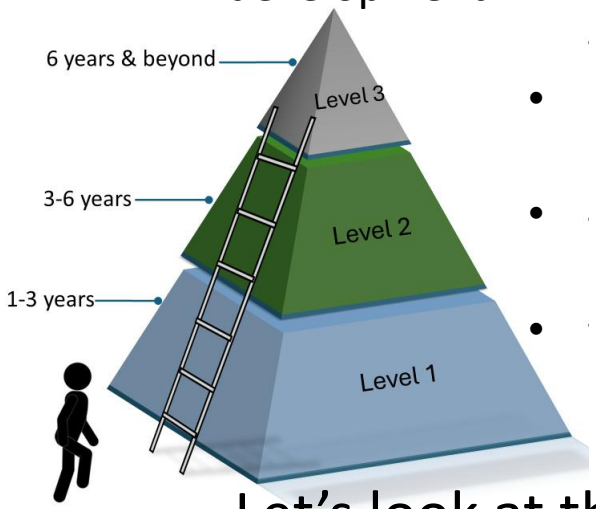
- Introduction (Teaching and Learning Innovation Centre (TALIC)
- Teaching and Learning at HKU
- TALIC's Support System for Professional Development and Curriculum Enhancement
- Unleashing Learning: Teaching in the Common Core
- E-learning Opportunities at HKU
- Introduction of Moodle Learning Management System for Staff
- Advising as Teaching
- English as a Medium of Instruction: Implications for Teaching and Learning
- Understanding Your Learners – Student Profile and Challenges
- Data Speak: Course and Programme Evaluations
- Transforming Teaching Practices with Library Support

HKUMed Trifocal Faculty Development Model:
Early-Career, Mid-Career, and Advanced-Career Educators (Step 2)



- It is ***not*** a fixed pathway or mandatory sequence, but a flexible roadmap to support progression across different levels of an academic and professional career.
- Each level is characterised by progressively broader competencies, evidence, and impact
- NOT a checklist or a rigid promotion ladder. It is a *flexible* guide. The important question is not only '*How many years have I taught*?' but also '*What competencies have I developed, what evidence can I show, and what impact has my teaching had*?'"

As we move into teaching portfolio development, this model becomes especially useful. It helps colleagues select evidence that is appropriate to their stage of development.

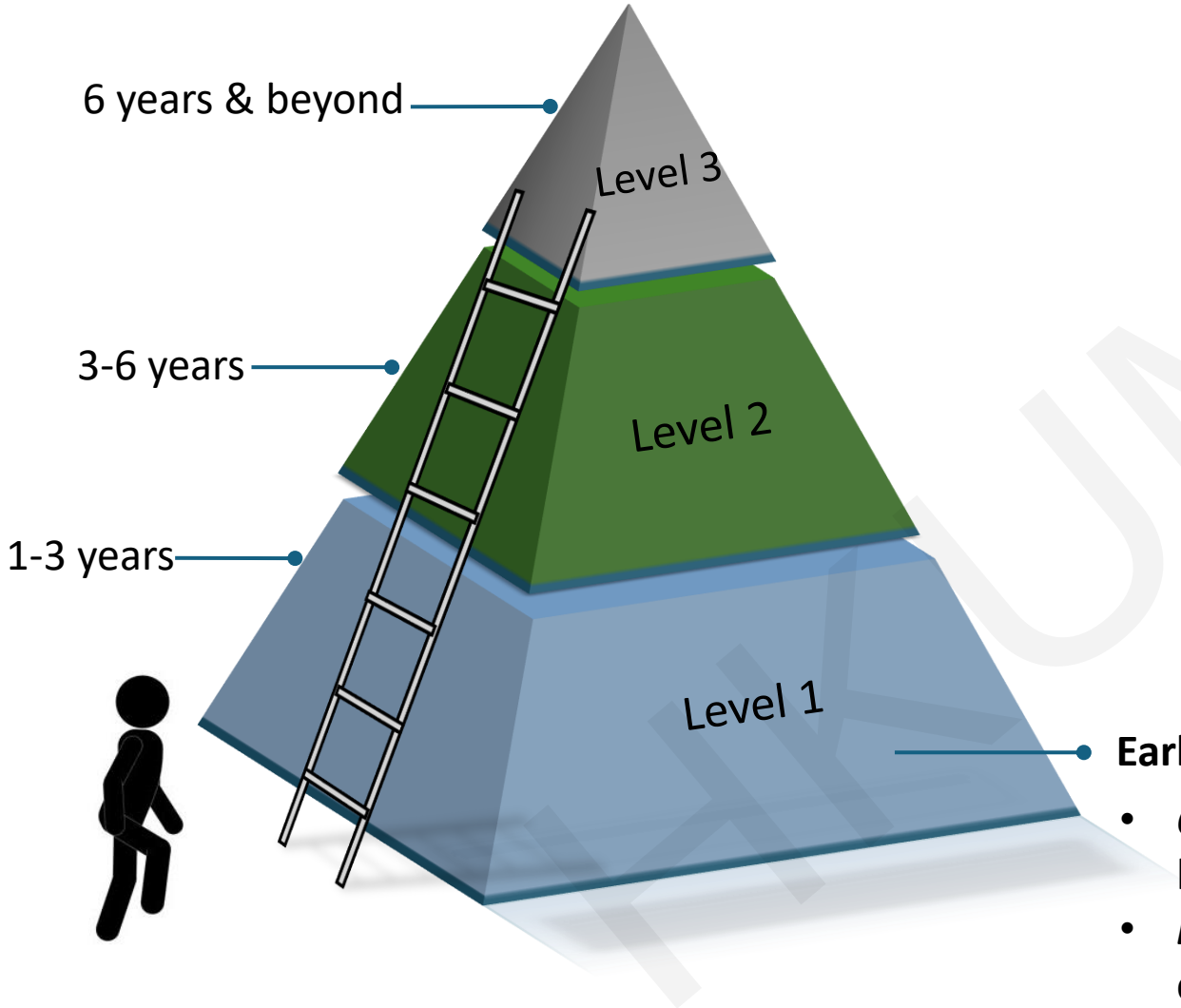


- For an ***advanced-career educator***, it should demonstrate leadership, influence, and broader impact."
- For a ***mid-career educator***, it may show educational contribution, scholarship, and mentoring.
- For an ***early-career educator***, evidence may focus on foundational teaching competence.

Let's look at the model in terms of three levels and how each level is characterised by progressively broader <u>competencies</u>, <u>evidence</u>, and <u>impact</u>.

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Competency-and-impact-based Framework
Early-Career, Mid-Career, and Advanced-Career Educators (Step 2)



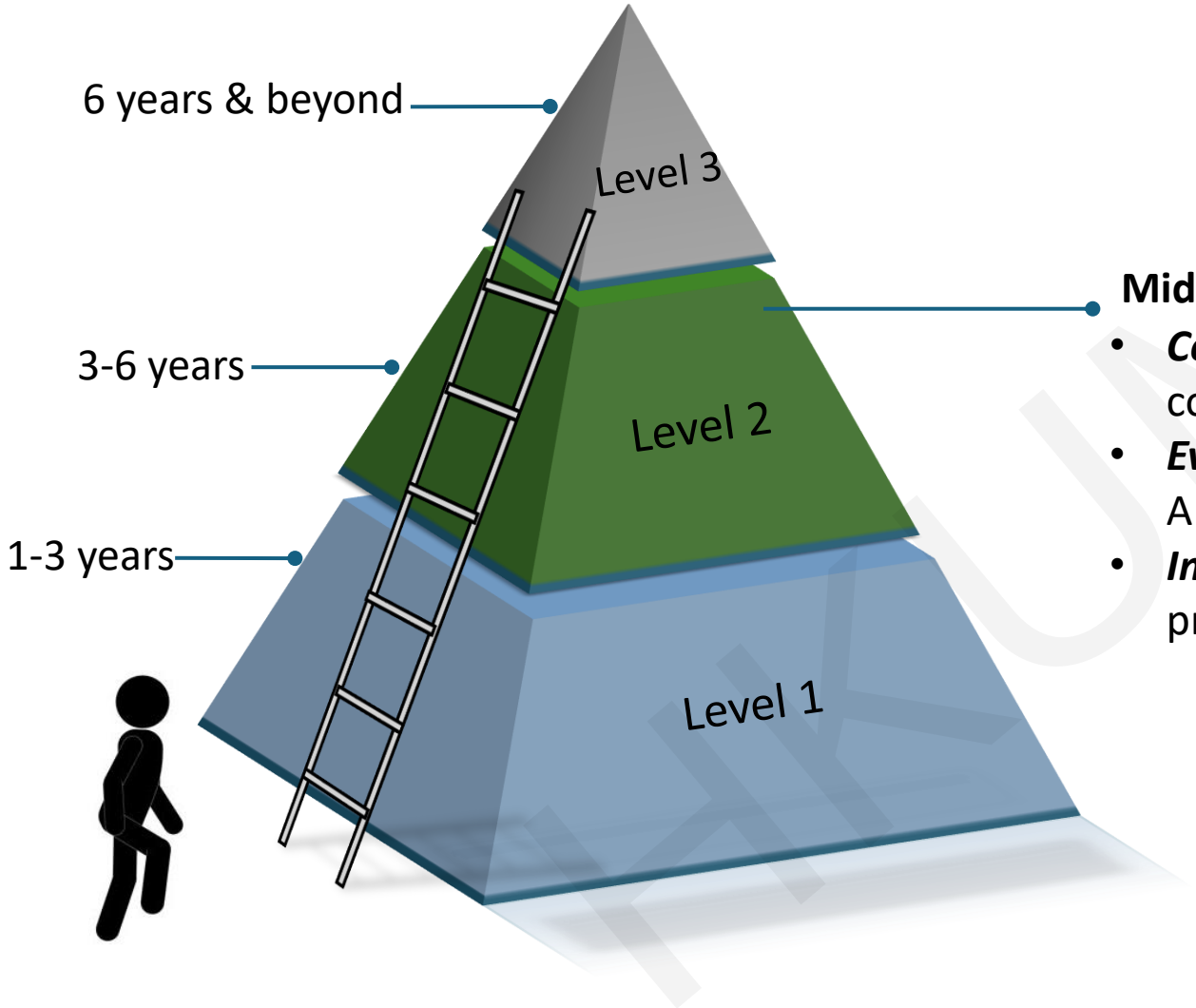
Early-Career Educator (Foundation Stage)

- ***Competency***: Applies foundational teaching and digital literacy skills
- ***Evidence***: PD completion, PBL training, GenAI training, conference attendance/presentation
- ***Impact***: Improved teaching practice, reflective use of feedback, contribution to education project

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Competency-and-impact-based Framework
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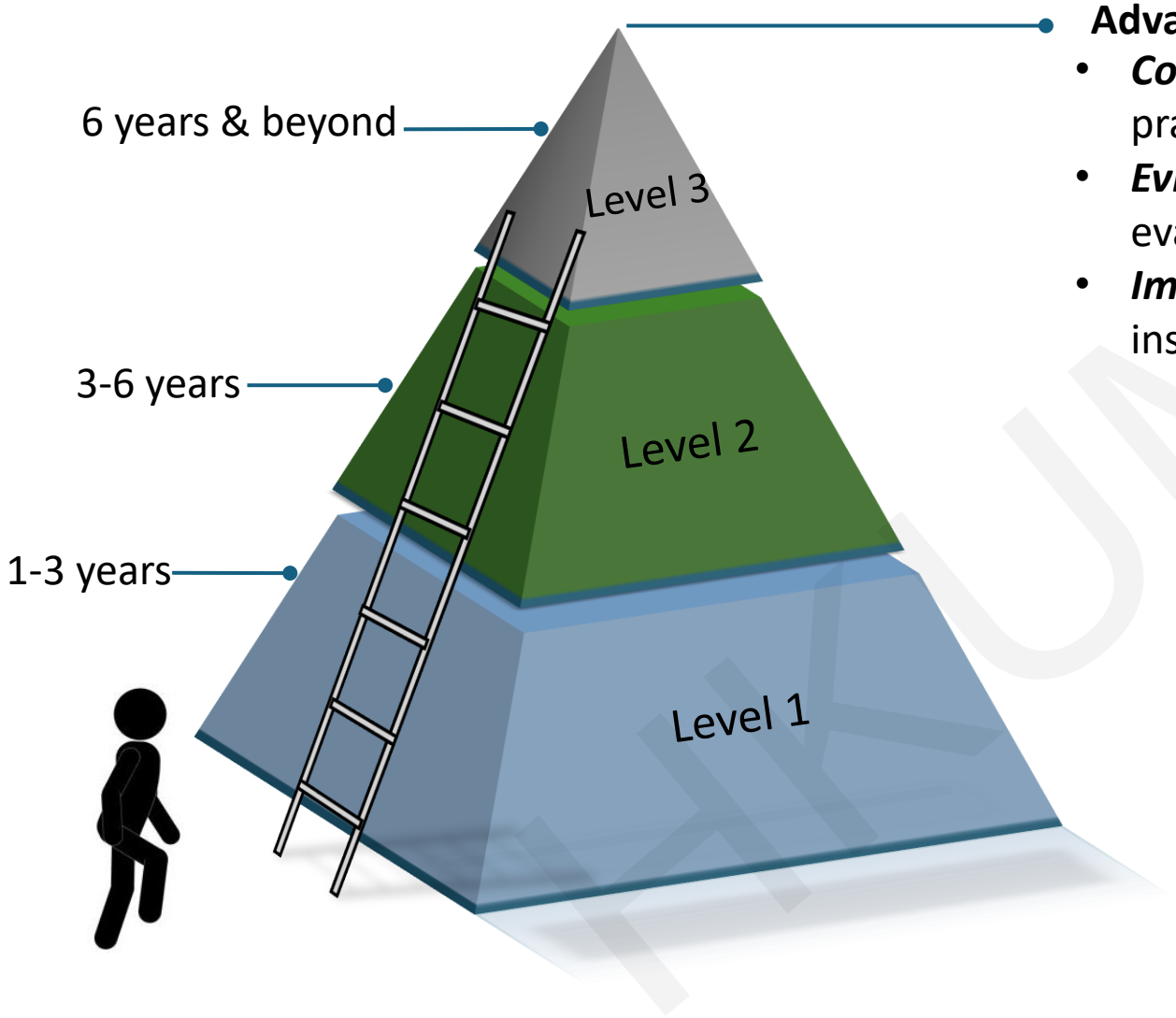


Mid-Career Educator (Consolidation Stage)

- ***Competency***: Enhances and evaluates teaching; contributes to scholarship
- ***Evidence***: mentorship, peer review, publication, PI role, AI-enhanced teaching
- ***Impact***: improved learner experience, dissemination of practice, research-informed teaching change

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Competency-and-impact-based Framework
Early-Career, Mid-Career, and Advanced-Career Educators (Step 2)



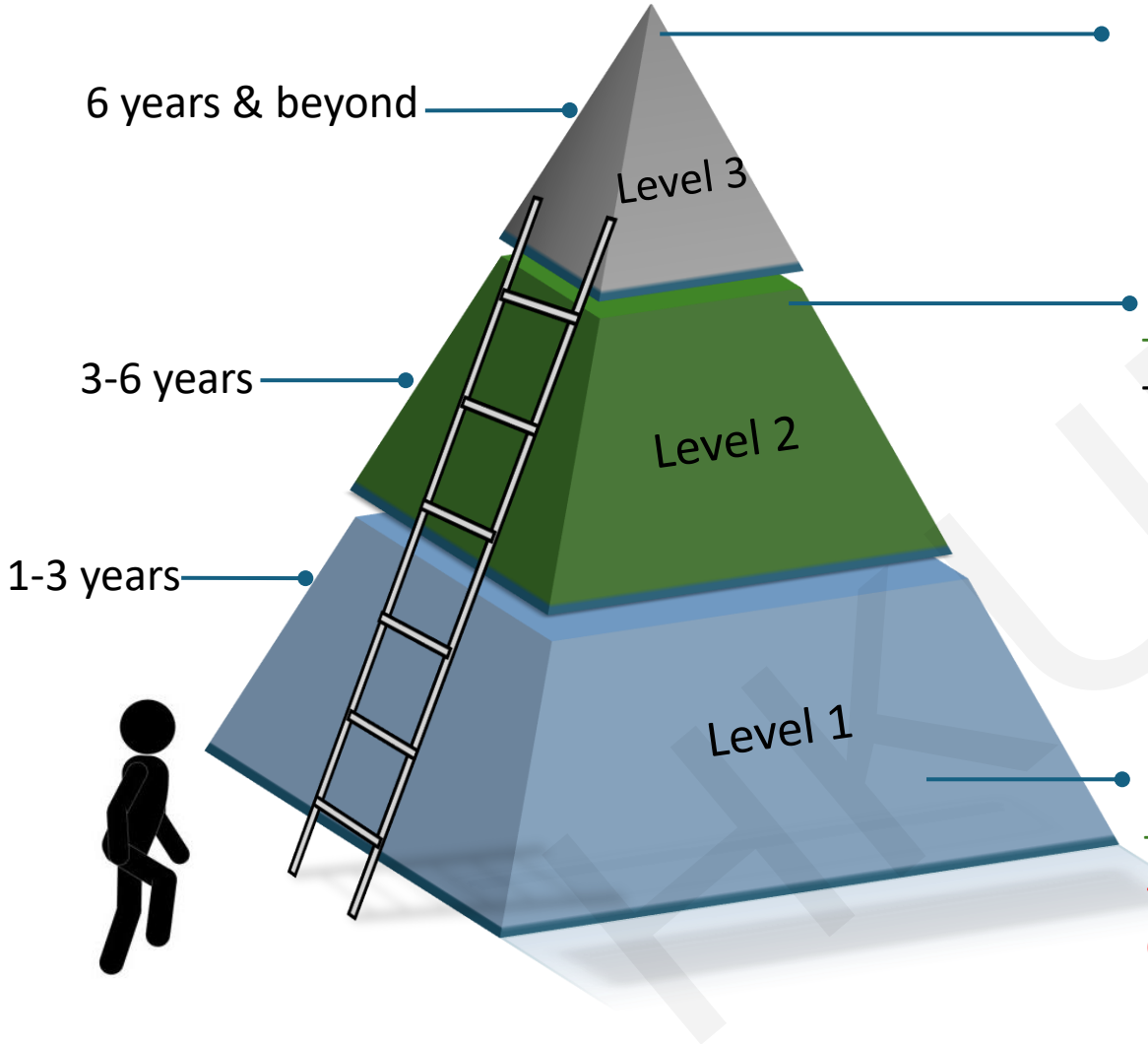
Advanced-Career Educator (Leadership Stage)

- ***Competency***: Leads, mentors, and influences educational practice
- ***Evidence***: programme development, colleague mentoring, evaluation, institutional initiatives
- ***Impact***: curriculum improvement, faculty development, institutional change, best-practice influence

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Applying the HKUMed Trifocal Model: Mapping Evidence to Career Stage

Early-Career, Mid-Career, and Advanced-Career Educators (Step 2)



Advanced-Career Educator (Leadership Stage)

-Led digital and AI literacy initiatives

-Served as Editorial Board in HPE

Mid-Career Educator (Consolidation Stage)

-Applied and promoted digital and AI literacy in teaching

-Published in health professions education journals

Early-Career Educator (Foundation Stage)

-Completed GenAI and digital literacy training

-Attended/Presented in health professions education conference

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Applying the HKUMed Trifocal Model: Mapping Evidence to Career Stage

Early-Career, Mid-Career, and Advanced-Career Educators

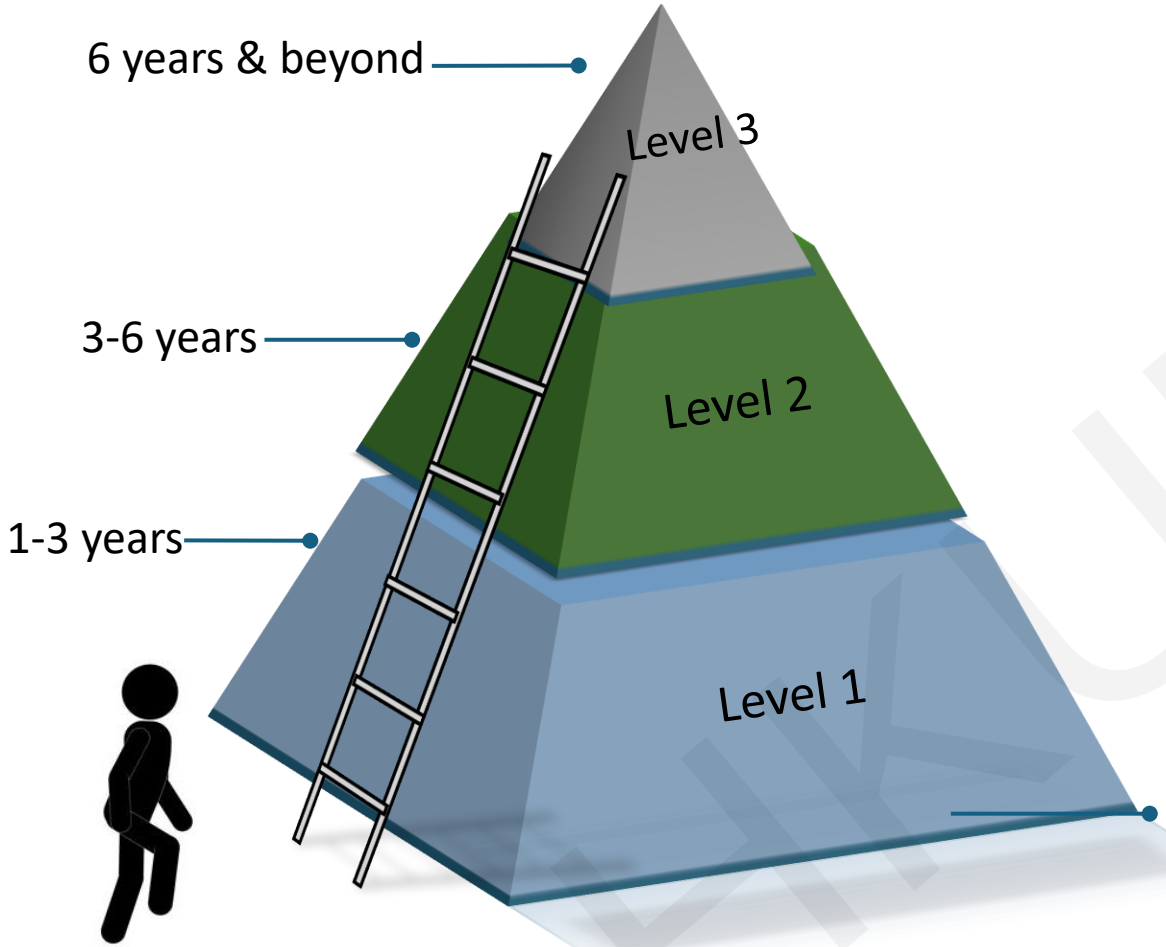
1.	Attended professional development programmes	EC	MC	AC
2.	Attended advanced professional development programmes	EC	MC	AC
3.	Trained in facilitating problem-based learning		EC	MC AC
4.	Presented in health professions education conference		EC	MC AC
5.	Completed GenAI and digital literacy training		EC	MC AC
6.	Collaborated on medical education-related research		EC	MC AC
7.	Attained Associate Fellow of Advance HE		EC	MC AC
8.	Mentored students (e.g., STaR Programme, Elite Mentorship, etc.)		EC	MC AC
9.	Evaluated/enhanced own teaching practice using evidence-based approaches		EC	MC AC
10.	Served as an observer in Peer Review of Teaching	EC	MC	AC
11.	Contributed in knowledge exchange/sharing activities (BIMHSE Lunchtime Seminar, HKUMed Expo, MedEd Festival)	EC	MC	AC
12.	Published in health professions education journals	EC	MC	AC
13.	Applied and promoted digital and AI literacy in teaching		EC	MC AC
14.	Served as principal investigator in medical education research	EC	MC	AC
15.	Attained PCAP or Fellow of Advance HE	EC	MC	AC
16.	Mentored colleagues in teaching and curriculum development	EC	MC	AC
17.	Served as Editorial Board in HPE		EC	MC AC
18.	Initiated/led programme development and evaluation		EC	MC AC
19.	Influenced/disseminated best practices in teaching and learning		EC	MC AC
20.	Led digital and AI literacy initiatives		EC	MC AC

SCAN ME!

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HKUMed Trifocal Faculty Development Model:
Early-Career, Mid-Career, and Advanced-Career Educators (Step 2)



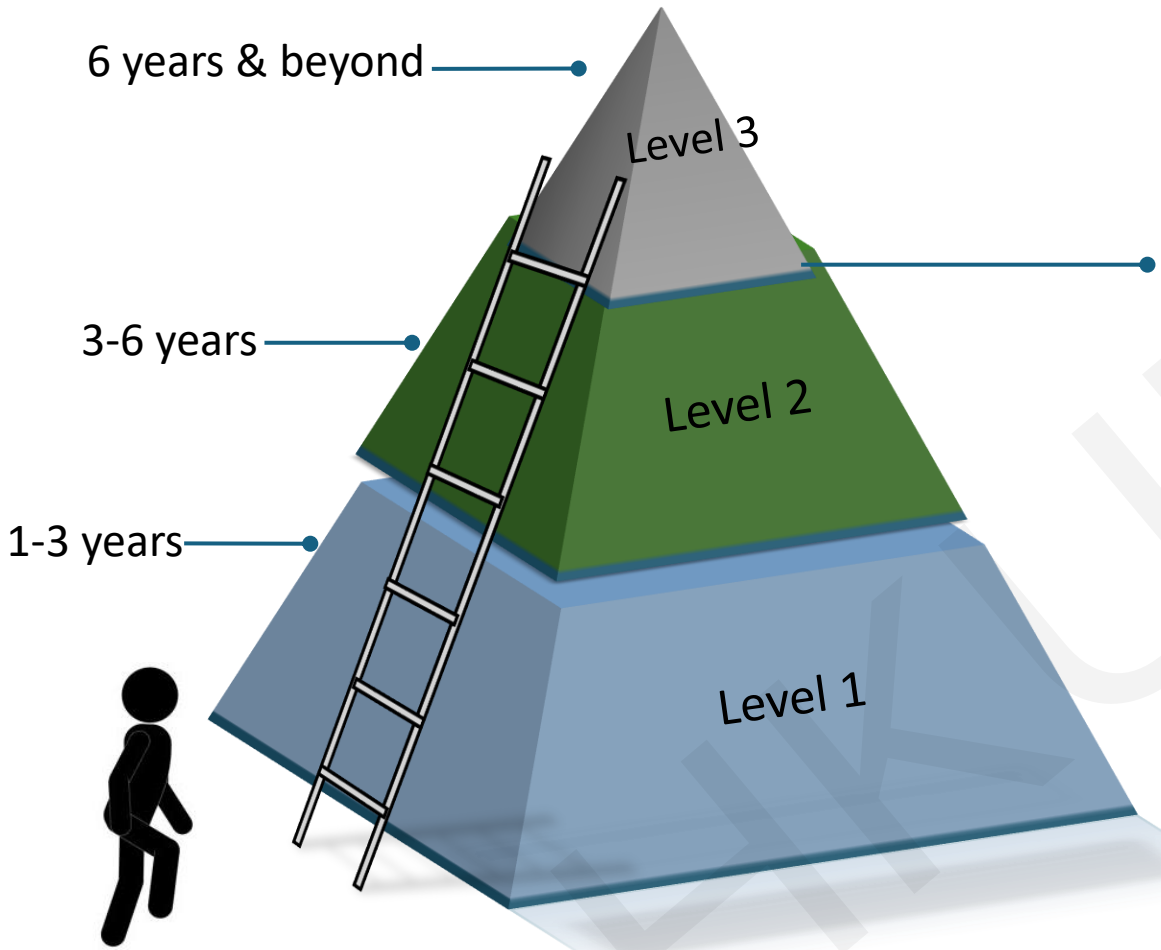
Early-Career Educator (Foundation Stage)

-Attended professional development programmes
-Attended advanced professional development programmes
-Trained in facilitating problem-based learning (optional)
-Attended/Presented in health professions education conference
-Completed GenAI and digital literacy training
-Collaborated on medical education-related research
-Attained Associate Fellow of Advance HE (optional)

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HKUMed Trifocal Faculty Development Model:
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Mid-Career Educator (Consolidation Stage)

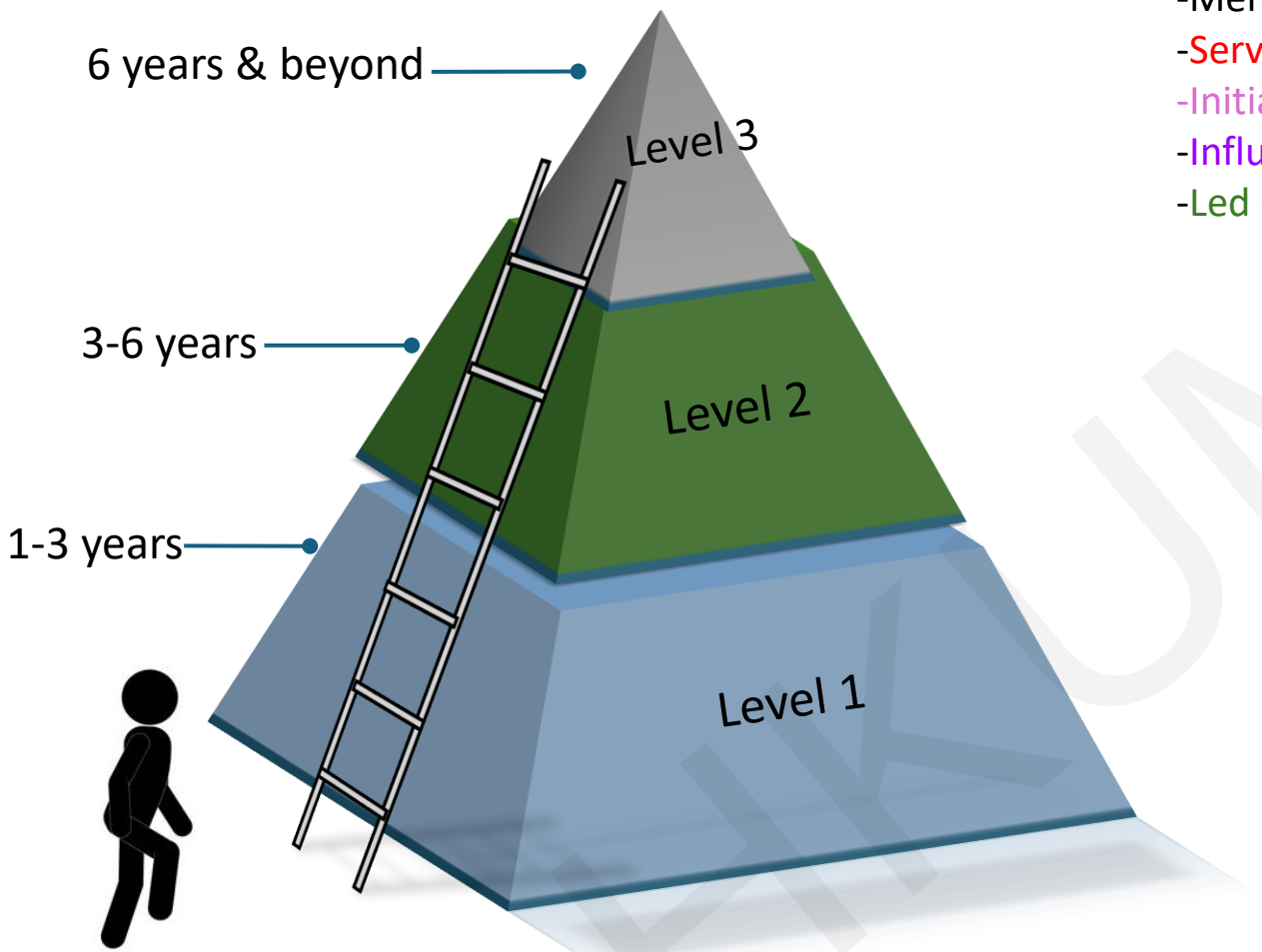
-Mentored students (e.g., STaR Programme, Elite Mentorship, etc.)
-Evaluated/enhanced own teaching practice using evidence-based approaches
-Served as an observer in Peer Review of Teaching
-Contributed in knowledge exchange/sharing activities (BIMHSE Lunchtime Seminar, HKUMed Expo, MedEd Festival)
-Published in health professions education journals
-Applied and promoted digital and AI literacy in teaching
-Served as principal investigator in medical education research
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HKUMed Trifocal Faculty Development Model:
Early-Career, Mid-Career, and Advanced-Career Educators (Step 2)

Advanced-Career Educator (Leadership Stage)

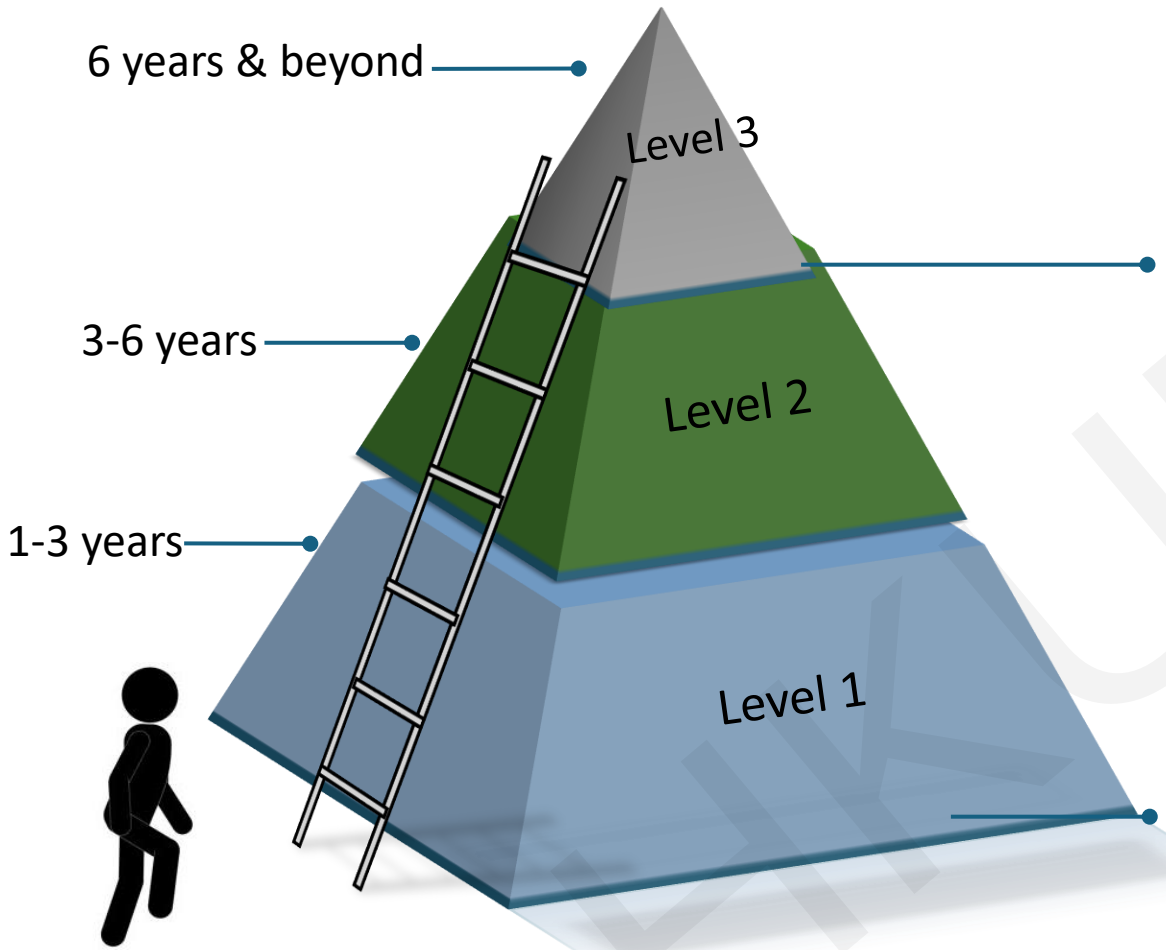
-Mentored colleagues in teaching and curriculum development
-Served as Editorial Board in HPE
-Initiated/led programme development and evaluation
-Influenced/disseminated best practices in teaching and learning
-Led digital and AI literacy initiatives (optional)



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HKUMed Trifocal Faculty Development Model:
Early-Career, Mid-Career, and Advanced-Career Educators (Step 2)



Advanced-Career Educator (Leadership Stage)

-Mentored colleagues in teaching and curriculum development
-Served as Editorial Board in HPE
-Initiated/led programme development and evaluation
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Mid-Career Educator (Consolidation Stage)

-Mentored students (e.g., STaR Programme, Elite Mentorship, etc.)
-Evaluated/enhanced own teaching practice using evidence-based approaches
-Served as an observer in Peer Review of Teaching
-Contributed in knowledge exchange/sharing activities (BIMHSE Lunchtime Seminar, HKUMed Expo, MedEd Festival)
-Published in health professions education journals
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Early-Career Educator (Foundation Stage)

-Attended professional development programmes
-Attended advanced professional development programmes
-Trained in facilitating problem-based learning
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Characteristics of a teaching portfolio?



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Telling the story of your teaching

Curriculum Vitae +
Teaching Portfolio
= Complete picture of
your career path

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Boyer, E. (1990) *Scholarship reconsidered: Priorities of the professoriate.*



Traditionally: **Research**, **Teaching** and **Service**

- Scholarship of **Discovery**
- Scholarship of **Integration**
- Scholarship of **Application**
- Scholarship of **Teaching**

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Scholarship of Teaching and Learning (SoTL)

A systematic inquiry into student learning with the aim of enhancing one's teaching practice

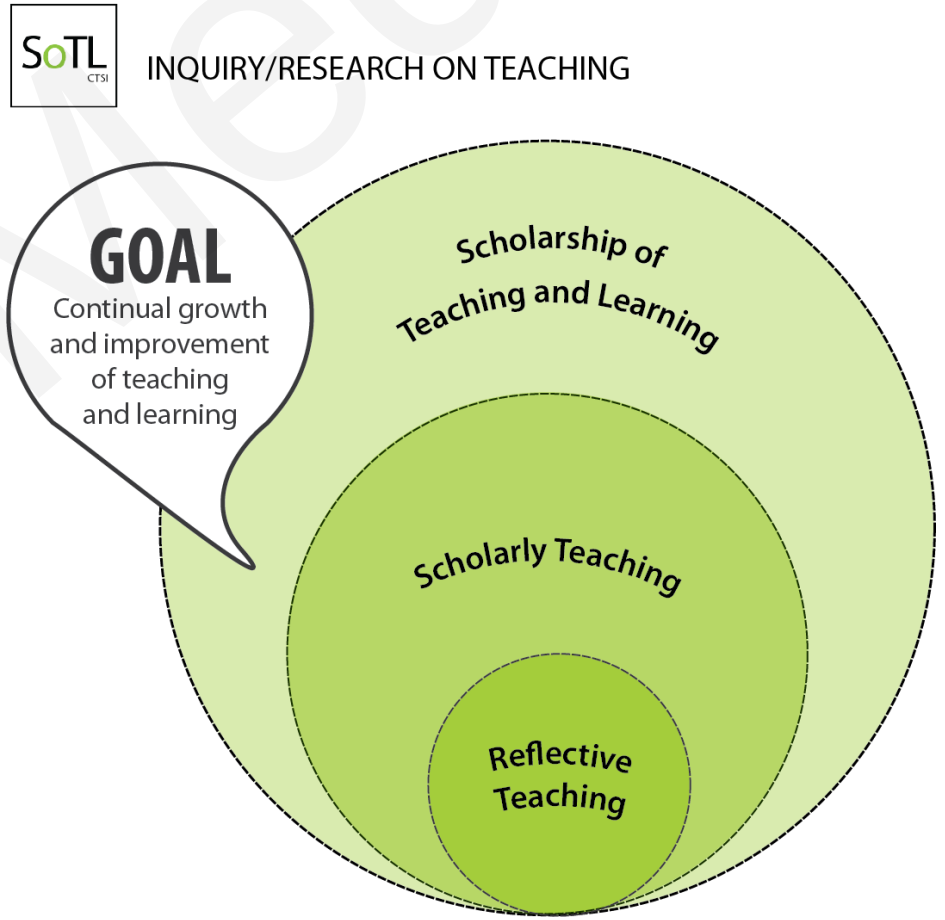


Image taken from Centre for Teaching Support and Innovation – University of Toronto

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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]

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Teaching portfolios in general

Evaluation of practice and development of practice

Contains:

i. Ideas that inform your practice (educational philosophy and values)
ii. Reflections on (selected) 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)
vii. Reflective – written in the first person

Articulating an educational philosophy



1) Which quote did you choose?
2) Does the quote resonate with your own values?
3) What are the implications of that quote?

Evidence.
How do I know I am an effective teacher?



Hidden

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)

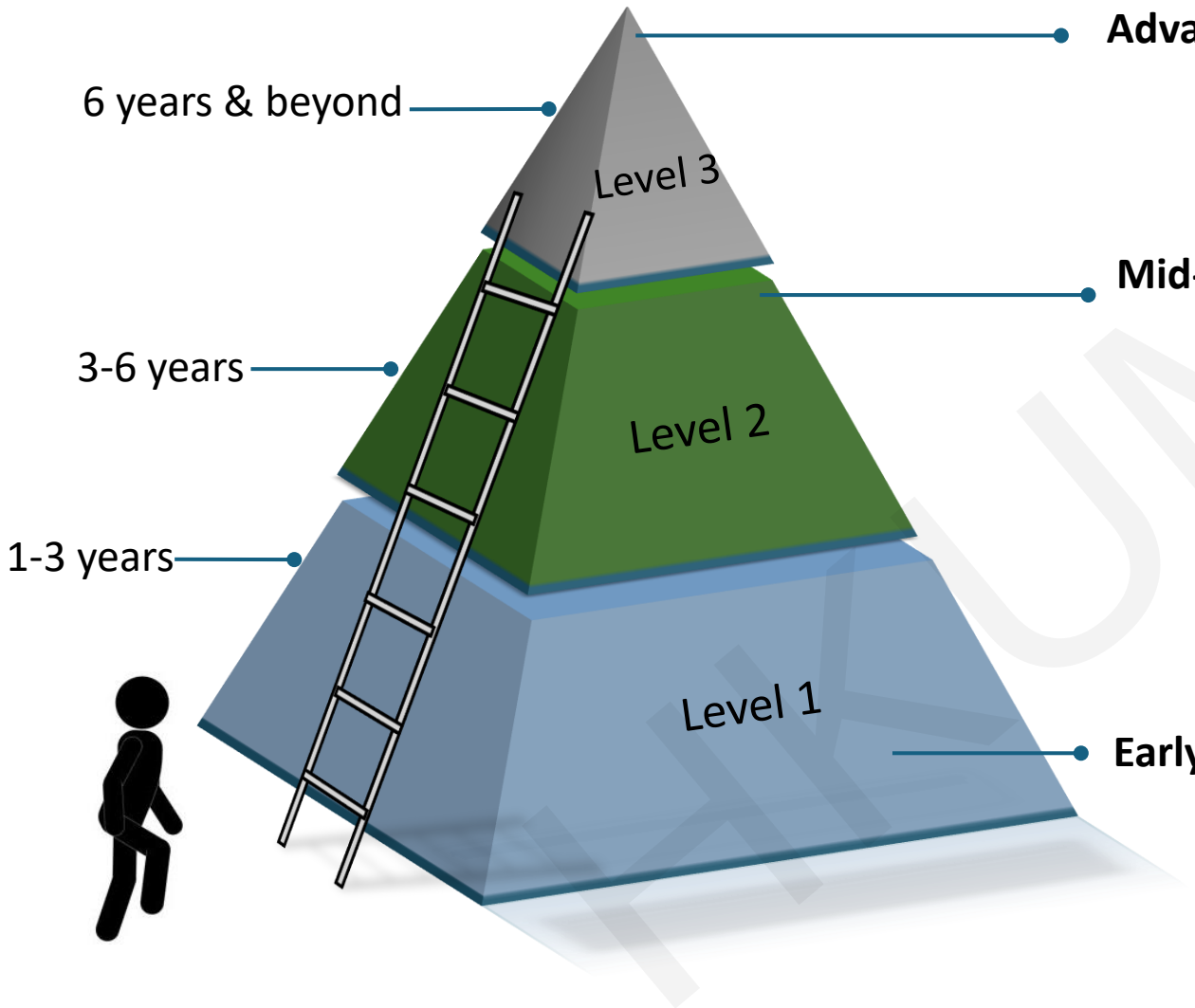
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Generating evidence from students

- 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*

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HKUMed Trifocal Faculty Development Model:
Early-Career, Mid-Career, and Advanced-Career Educators [Evidence]



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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)

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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

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Online Teaching Portfolio

https://portfolio.talic.hku.hk/

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What we covered today

Explored

1) Characteristics of a Teaching Portfolio
2) Our personal teaching philosophy
3) How to collect evidence of our effectiveness
4) New online Teaching Portfolio



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