

How do teachers reflect upon their teaching in teaching portfolios? – Analysis of applications to *excellent teacher* at the University of Gothenburg

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ABSTRACT: The University of Gothenburg has in the steering document Vision 2020¹ implemented the title *excellent teacher* to emphasise the importance of pedagogical skill. International development of pedagogical skill has been highlighted for more than 30 years.^{2,3} The Scholarship of Teaching and Learning⁴ is a concept used in the development work of the University of Gothenburg and also implemented in all courses in teaching and learning in higher education for employed teachers. During these courses, teachers work with pedagogical projects and write papers, which can be used in their teaching portfolios. The University of Gothenburg has developed guidelines for writing the teaching portfolio.^{5,6} In the teaching portfolio, teachers' are encouraged to document their pedagogical practices and experiences and to reflect upon concrete examples of their teaching using the didactic questions; *what, how, why, and the result* of their teaching and student learning. To show pedagogical skill, the teachers' reflection is a very important part of the portfolio. This contribution reports and discusses qualitative aspects regarding how teachers reflect and write about their teaching and student learning. We have analysed teachers' reflections and it is possible to identify both good examples and examples which need further development. The study indicates that teachers have difficulties to reflect critically upon their teaching and supervision. The texts are often more descriptive and quantitative than reflective. It is frequently unclear how teachers' proven experience and teaching approach/theory are applied in the teachers' pedagogical practice in order to support student learning. In addition, the teachers' development perspective, i.e. future vision, is often lacking; how do I work with pedagogical tasks today and how do I want to develop my pedagogical competence in the future? Yet, a general impression is that all teachers' reflections mirror an articulated interest in and engagement for students and their learning.

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