



# TEACHING PORTFOLIO

A Handbook for UiTM Academic Staff

## **Teaching Portfolio –A Handbook for UiTM Academic Staff**

First Edition 2014

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Designed and arranged by Professor Dr. Hj. Mohd Mustafa Mohd Ghazali, Associate Professor Dr. Abu Bakar Hj. Ibrahim, Miss Raiha Shahanaz Redzuan, and Mr. Sumardianshah Silah.



# THE TEACHING PORTFOLIO

A HANDBOOK FOR UiTM ACADEMIC STAFF



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**Y. Bhg. Tan Sri Dato' Sri Prof. Ir. Dr. Sahol Hamid Abu Bakar,  
FASc, PENG**

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# FOREWORD

**Y. BHG. TAN SRI DATO' SRI PROF. IR. DR. SAHOL HAMID  
ABU BAKAR, FASc, PENG  
VICE CHANCELLOR UiTM**

The introduction of a common teaching portfolio for use by the different faculties and departments in Universiti Teknologi MARA is both appropriate and timely especially with the current university's emphasis on excellence in teaching and learning. I believe academic staff of UiTM have already had a compilation and documentation of their roles and responsibilities as well as achievements and contributions in relation to the three main roles of a lecturer i.e. teaching, research and service.

By having a teaching portfolio, lecturers can keep track of their daily activities, roles, responsibilities, commitments, contributions and innovations. It is, thus, important for lecturers to keep an up to date teaching portfolio in an effort to strive for excellence in teaching and learning. The teaching portfolio serves as a vital point of reference in order to ensure that the lecturers' performance is on par and up to date with the current and future needs of the university as well as the society. Thus, all the evidence should be appropriately compiled and systematically organized in the form of a teaching portfolio, as it will be used as a record and evidence of contributions and achievements for the purpose of current and future reference in relation to their annual appraisal, confirmation of position, promotion exercise, extension of service or contract, conferment of awards, etc.

In this era of information and communication technology or ICT, a teaching portfolio can also be formatted as an online portfolio that will enable a collegial sharing of information amongst faculty members, as well as online sharing with colleagues both national and international. Through this practice, the spirit of collaboration among fellow academicians in institutions of higher learning can be enhanced in order to broaden the teaching horizons and to promote the culture of academic excellence through the sharing of best practices in teaching and learning.

A characteristic of an excellent lecturer is one who is involved in the innovation of teaching and learning including the use of online learning, which is currently practiced in UiTM, as well as in promoting and documenting these innovations. Innovative teaching practices, products and inventions could be patented and commercialized in line with UiTM's present status as a comprehensive university as well as an entrepreneurial university.

I would like to congratulate the portfolio writing team and those who have contributed directly and indirectly in the production of this Teaching Portfolio Handbook for UiTM Staff.

I am confident that all UiTM academic staff will keep and maintain an up to date teaching portfolio in order to promote and enhance the culture of academic excellence in UiTM.





**Y.Bhg. Prof. Dr. Hjh. Azni Zain Ahmed**

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# FOREWORD

**Y.BHG. PROF. DR. HJH. AZNI ZAIN AHMED**

**DEPUTY VICE CHANCELLOR (Academic and International) UiTM**

A teaching portfolio is an organized and systematic collection of documents used as evidence of teaching performance, achievements and contributions to the university and society. It is thus a vital compilation of documents to demonstrate the scope and quality of the lecturers' teaching ability as well as evidence of activities related to the lecturers' enhancement of teaching and learning. It allows them to always remain on the cutting edge of teaching and learning excellence.

However, there are many different versions of teaching portfolio practiced in UiTM. While the different versions allow for creativity, it is important that the main features of a teaching portfolio be maintained. Therefore, the Office of the Deputy Vice Chancellor (Academic and International) has undertaken the effort of producing a teaching portfolio handbook to standardize the practice in UiTM. It may also be used as one of the references to gauge teaching performance of academic staff, particularly to help those who seek promotion by choosing the teaching track.

In this context, the Teaching Portfolio Handbook for UiTM Academic Staff is both timely and relevant. As academicians, we are bound to teach well. To ensure that we are on the right track, a teaching portfolio serves us in three ways; as a product, a process, and a tool. As a product, the teaching portfolio serves as a tangible evidence of teaching performances and accomplishments in the form of a compilation of effective and successful teaching practices, strategies and innovations, as well as products of students' learning outcomes. As a process, the teaching portfolio enables us to reflect and analyse our own teaching practices in an effort to identify and acknowledge our shortcomings as well as enhance our strengths and potential. The teaching portfolio also encourages a culture of continuous reflection and renewal of teaching practices by way of continuous quality improvement (CQI). The teaching portfolio also serves as a tool through which the management of UiTM can gauge the performance of the academic staff, in terms of their merit for the purpose of annual appraisal, confirmation, promotion, renewal of contracts, consideration for a permanent position as well as for granting scholarship awards.

I would like to express my gratitude to the portfolio writing team, the current Dean of the Faculty of Education, Professor Dr. Haji Mohd Mustafa Mohd Ghazali, Associate Professor Dr. Abu Bakar Haji Ibrahim, lecturer at the Faculty of Education and Associate Professor Dr. Nor Aziah Alias, a lecturer at the Faculty of Education and also the current Director of i-Learn UiTM.

It is my fervent hope that all the academic staff of UiTM will embrace this handbook and make it a practice to maintain a current and up-to-date teaching portfolio as a continuous effort to enhance their personal and professional development.

## PREFACE

A uniform teaching portfolio is important for use in UiTM as there are many different versions of the teaching portfolio being adopted by the different departments and faculties. In line with this, the office of the Deputy Vice Chancellor (Academic and International) UiTM has appointed a teaching portfolio writing team to come up with a handbook on teaching portfolio to be used as a reference by academic staff in UiTM. Hence, this handbook entitled “Teaching Portfolio: A Handbook For UiTM Academic Staff” is produced.

The handbook is written in a brief, simple and straightforward manner for easy usage and reference. The handbook is divided into the following three main sections.

Part A: Introduction to the Teaching Portfolio. This section provides a general introduction on the teaching portfolio, purposes of the teaching portfolio, steps in developing and evaluating the teaching portfolio.

Part B: Format of the Teaching Portfolio, provides guideline on the format of the teaching portfolio which consists of six sections i.e. Section A to F.

Part C: Guidelines to Develop the Teaching Portfolio provides a more detailed description of the six sections i.e. Section A to F.

I am sure this handbook will be a useful and handy reference to UiTM academic staff to develop and maintain their teaching portfolio.

I would also wish to take this opportunity to express my sincere thanks to all those involved in the production of this handbook.

**Professor Dr. Mohd Mustafa Bin Mohd Ghazali**  
*Dean, Faculty of Education, UiTM /*  
*Teaching Portfolio Writing Team Chairman*

# TEACHING PORTFOLIO WRITING TEAM

## ADVISOR

**Professor Dr. Hjh. Azni Zain Ahmed**

*Deputy Vice-Chancellor (Academic and International), UiTM*

## CHAIRMAN

**Professor Dr. Hj. Mohd Mustafa Mohd Ghazali**

*Dean, Faculty of Education, UiTM*

## WRITING TEAM

**Associate Professor Dr. Abu Bakar Hj. Ibrahim**

*Faculty of Education, UiTM*

**Associate Professor Dr. Nor Aziah Alias**

*Director of i-Learn, UiTM*

## DESIGN AND PRINTING TEAM

Miss Raiha Shahanaz Redzuan (Art Ed.)

Mr. Sumardianshah Silah (Art Ed.)

Faculty of Education

Faculty of Education

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1. Miss Azyyati Zakaria (Edu)	Faculty of Education
2. Mr. Mohd Adlan Ramly (TESL)	Faculty of Education
3. Mr. Mohamad Hisyam Ismail (Sc Ed.)	Faculty of Education
4. Mr. Mohammad Mubarrak bin Mohd Yusof (Sc Ed.)	Faculty of Education
5. Mr. Muhamad Furkan bin Mat Salleh (Sc Ed.)	Faculty of Education
6. Mr. Nurul Akmal Md Nasir (Math Ed.)	Faculty of Education
7. Miss Raiha Shahanaz Redzuan (Art Ed.)	Faculty of Education
8. Mr. Sumardianshah Silah (Art Ed.)	Faculty of Education
9. Mrs. Khairunnisa Mohamad Abdullah (Culinary Arts)	Faculty of Hotel and Management

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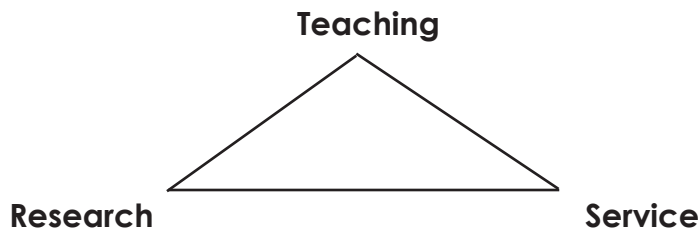
## **PART A**

### **INTRODUCTION TO THE TEACHING PORTFOLIO**



## 1.0 INTRODUCTION

In institutions of higher learning, an academic staff or a lecturer generally performs three main roles and responsibilities, in the areas of teaching, research and service, as illustrated below:



The teaching responsibility involves face-to-face interaction with students which is also generally termed as stand-up teaching. In carrying out the teaching responsibility, lecturers are also engaged in a continuous process of developing and improving the curriculum through the process of implementing and integrating innovation and new teaching strategies to the existing curriculum. Lecturers are encouraged to be creative and innovative in applying the various approaches, methods, techniques and strategies in their teaching. They are also encouraged to be creative and flexible in adopting the most appropriate learning taxonomy according to their respective area of specialization in order to achieve the intended learning outcomes. In addition to face-to-face teaching, a lecturer is also involved in non face-to-face interactions through online learning such as e-distance learning, blended learning, etc.

Lecturers need also to be involved in teaching related activities or non-teaching duties such as curriculum development, course design, instructional materials development, assessment of students' learning, supervision of students, and be part of academic and non-academic committees, etc. They are also encouraged to promote and share their expertise, new ideas and experiences in teaching and learning related activities such as by presenting papers in seminars and conferences, giving talks and conducting courses in their respective areas.

Lecturers profess their scholarship through research and consultancy activities, as leaders of research teams or members in research groups to carry out academic and non-academic research, including the identification of new instructional technologies and pedagogical practices as well as the evaluation of their effectiveness. They may also be consultants in their areas of specialization, as well as establish networking and collaboration with corporate organization, government bodies, institutions, etc.

In addition, lecturers are expected to perform community services within and outside the university by engaging in community activities using their expertise and experiences in their areas of specialization. In providing a lifelong experience to the society, they often represent the institution by participating and engaging in community outreach program through

various community activities.

Over the years, lecturers have amassed a collection of documents and record of their teaching and learning activities, accomplishments, services, contributions, awards, etc. in relation to the three main roles of teaching, research and community service. All the evidences should be compiled and organized in the form of a teaching portfolio. Thus, a teaching portfolio serves as a significant documented resources of these efforts. It is also a testimony of their continuous development, self enhancement and reflection of their teaching practices.

A teaching portfolio encapsulates the lecturer's craft, their contributions and achievements in an organized and a systematic way, readily made available for the purpose of current and future reference in relation to annual appraisal, confirmation of position, promotion exercise, extension of service or contract, conferment of awards, etc.

## **1.1 THE TEACHING PORTFOLIO**

A teaching portfolio is an organized and systematic collection and compilation of documents used as evidence for teaching performance. A teaching portfolio, thus, consists of a collection of documents and description of lecturers' roles and responsibilities, contributions, as well as achievements which demonstrate the scope and quality of their teaching. It also acts as an evidence of the various activities carried out in relation to the enhancement of teaching and learning, research and service.

Hence, the teaching portfolio provides an opportunity to foster a culture of teaching excellence as it can be used as a source of information and evidence of teaching activities, contributions and achievements.

The teaching portfolio documents a lecturer's professional journey as evident in reflective activities and evaluation of a lecturer's work throughout the process of teaching and learning. It may include the following information:

- record of teaching duties and responsibilities in the form of course information, lesson plan, time table, etc.
- record of teaching related duties and responsibilities such as supervision, academic advising, etc.
- description of instructional materials developed and used
- description of assessment methods employed
- samples of students' work

Through the process of continuous reflection and self-evaluation, lecturers can keep track of their performance over time. As such, the teaching portfolio shifts from the emphasis on teaching the content only as formerly practiced to an approach which focuses on both the content and



by addressing questions such as:

- What do I teach?
- How do I teach?
- Why do I teach the way I do?
- What do I plan to do to improve the way I teach?

A teaching portfolio, therefore, is both a product and a process. As a product, it consists of a collection of documents and evidences of teaching performance and accomplishments, and as a process it involves the lecturer describing and reflecting on the teaching and learning activities as well as innovations towards effective teaching.

In addition, a teaching portfolio is a tool that can be used to gauge an individual lecturer's performance based on evidence of activities and accomplishments.

A teaching portfolio generally includes the following information:

- A brief personal profile
- A teaching philosophy which outlines a statement of belief about teaching and learning
- A record of teaching duties and teaching related responsibilities
- A list of activities related to professional development i.e. courses and training attended to develop and enhance teaching and learning performance and effectiveness
- A written description of teaching development process in the form of reflection on teaching and ways to improve teaching and learning.
- A collection of evidence of teaching innovations and creativity in teaching and learning.
- A collection of documents of personal information and accomplishments which is useful as a reference for record of service, confirmation, promotion, extension of service, reappointment, award conferment, etc.

## **1.2 PURPOSE OF TEACHING PORTFOLIO**

The primary purpose of a teaching portfolio is to demonstrate the lecturer's teaching credentials and teaching excellence to others in the form of documents and evidences related to teaching and learning.

In addition, a teaching portfolio consists of a collection and description of a lecturer's strengths and teaching achievements to suggest the scope and quality of teaching achievements and effectiveness.

The teaching portfolio, therefore, enables lecturers to be:

- creative in their teaching approaches, methods and strategies
- critical about their teaching practices
- creative in developing and utilizing instructional materials
- flexible in their assessment practices
- resourceful by sharing teaching innovations with others
- current in their teaching and learning activities by sharing, discussing, and disseminating information with colleagues and others

Therefore, a teaching portfolio served as a reference in making decisions related to a lecturer and is often used as a tool for the following purposes:

- record keeping i.e. to keep a record of one's work, progress and development
- appraisal e.g. annual appraisal
- confirmation to a permanent status
- promotion to a higher level
- reappointment for contract renewal, part-time to full-time positions, etc.
- conferment of awards, etc.

A teaching portfolio, therefore, serves the following purposes:

1. A collection, compilation and a source of evidence about teaching activities and achievements.
2. A ready and available comprehensive source of information and evidence of teaching performance and accomplishment.
3. A document to demonstrate a variety of teaching and teaching related activities.
4. An opportunity to reflect and evaluate own teaching as a means to continually improve teaching and learning and promoting self-improvement
5. A source of information on teaching and learning accomplishments for purposes of exchanging ideas and knowledge sharing with colleague, supervisors and others.
6. An opportunity to foster a culture of teaching excellence.

### 1.3 DEVELOPING A TEACHING PORTFOLIO

A teaching portfolio can be easily constructed, developed and maintained by following three simple steps as shown below:



If starting from scratch, begin by collecting relevant documents and then sorting them out according to the respective categories.

(Refer to Part B: Format of the Teaching Portfolio and Part C: Guidelines to Develop the Teaching Portfolio in this handbook)

For those who already have some form of portfolios or collection of documents, continue by organizing the documents according to Part B: Format of the Teaching Portfolio and Part C: Guidelines to Develop the Teaching Portfolio in this handbook.

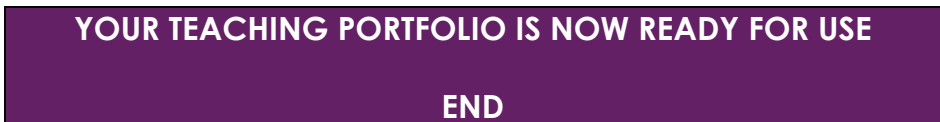


Organize the documents according to the respective categories.

(Refer to Part B: Format of the Teaching Portfolio and Part C: Guidelines to Develop the Teaching Portfolio in this handbook)



Go through the completed Teaching Portfolio to edit and evaluate the contents to ensure the documents are appropriately organized and categorized according to the handbook. You may get someone to edit and evaluate your Teaching Portfolio.



**Note:**

**Materials or documents related to your teaching may be sorted according to the following categories:**

### **Personal Materials**

- Evidence of teaching and teaching related responsibilities such as timetable, letters of appointments, etc.
- Statement of teaching responsibilities, including specific courses, and a brief description of the way each course was taught.
- Personal teaching philosophy
- Personal teaching goals
- Course syllabi / information
- Steps taken to evaluate and improve one's teaching
- Curriculum development activities i.e. new program or course(s) developed, materials, course assignments, etc.
- Self-evaluation / Reflection
- Publications on teaching and learning
- Information on supervision of thesis, etc.
- Research activities i.e. individual or group, grants secured, etc.
- Contributions i.e. external examiner, consultations, etc.

### **Materials from Other Sources**

- Letters of appointments
- Student and course evaluations
- Statements on your teaching assignments
- Honours, awards, and other recognition
- Outside agencies' invitations for papers and paper presentation on teaching and learning
- Invitations from other institution to demonstrate effective teaching and learning
- Participation in teaching development activities
- Documentation of teaching development
- Videotape or recording of your teaching
- Students' result on standardized tests / examinations
- Certificates of appreciation
- Awards and other recognition

### **Materials as Evidence of Effective Teaching**

- Students' assignments, project, creative work, publications, course related work, etc.
- Record of students who succeed to advanced courses or further studies or gained employment
- Statement from alumni
- Letter of appreciation from professional bodies and organizations

## **1.4 EVALUATING THE TEACHING PORTFOLIO**

A teaching portfolio is not a “**one-off**” effort but rather a developmental activity as it involves a continuous process of reviewing, reflecting and updating information.

The following questions may be useful to evaluate your teaching portfolio:

- Have you selected, organized and presented the information according to the guidelines and format given?

**(Refer to Part B: Format of the Teaching Portfolio and Part C: Guidelines to Develop the Teaching Portfolio in this handbook)**

- Have you organized the evidence to support the respective information presented i.e. evidence of teaching performance, innovations in teaching, awards received, etc.?
- Is the evidence of teaching approach, method and strategy in line with your teaching philosophy and goals, etc.?
- Are your activities, achievements, contributions and accomplishments supported with evidence?

Evaluating and updating the teaching portfolio would also require you to occasionally reflect on your teaching philosophy and goals, teaching approaches, methods and strategies as well as making the necessary changes as and when appropriate.

A teaching portfolio, therefore, needs to be periodically reviewed, revised and updated to ensure that the content and information are always current and relevant. Periodically revising and updating the teaching portfolio should be practiced as a process of continuous quality improvement (CQI).

## **PART B**

### **FORMAT OF THE TEACHING PORTFOLIO**



اُنِيُوْ تِكْنُوْلُوْجِيْ مَآرَا  
UNIVERSITI  
TEKNOLOGI  
MARA

# TEACHING PORTFOLIO

Name .....

Program/Department .....

Faculty/Campus .....



## CONTENTS OF THE TEACHING PORTFOLIO

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## **SECTION A**

### PERSONAL PROFILE

## 1.0 PERSONAL PROFILE

Please provide the following information:



<b>Name</b>	
<b>Staff ID No.</b>	
<b>Telephone No. (Office/HP)</b>	
<b>Current Position (Lecturer, Senior Lecturer, Associate Professor, Professor )</b>	
<b>Area(s) of Expertise</b>	
<b>Date Joined UiTM</b>	

### Academic Qualifications

	Qualifications	Areas of Specialization	Universities / Organisations	Date
1.				
2.				

### Administrative Experience in UiTM

	Positions	Year (From – To)	Dept. / Faculty / Campus, etc.
1.			
2.			

### Past Teaching Experience

	Institutions	Year (From – To)	Position
1.			
2.			

### Past Working Experience (Other than teaching)

	Institution(s) / Organisation(s)	Year (From – To)	Position
1.			
2.			

## **SECTION B**

### TEACHING PHILOSOPHY

## **2.0 TEACHING PHILOSOPHY**

### **2.1 Teaching Philosophy**

A brief statement of your belief(s) about teaching or guiding principle(s) related to your teaching i.e. descriptions regarding your belief in teaching, your belief about the way you teach, the methods you prefer to adopt, etc. to guide you in the teaching and learning process.

Teaching Philosophy

### **2.2 Teaching Goals**

Describe your goals in order to help you and your students in the teaching and learning process.

Teaching Goals

## **SECTION C**

### TEACHING RESPONSIBILITIES

### 3.0 TEACHING DUTIES AND RESPONSIBILITIES

#### 3.1 Teaching Duties

List the courses you are currently teaching and also the courses you have taught in the past. Include the relevant information and also enclose a copy of the respective semester timetable.

##### 1. Full-time Teaching

Name of Program / Course	Level (Diploma, Degree, Post-graduate)	Credit Hour	No. of Students	Year / Semester

##### 2. Part-time Teaching

Name of Program / Course	Level (Diploma, Degree, Post-graduate)	Credit Hour	No. of Students	Year / Semester

#### 3.2 Teaching Related Activities

Activities that you carried out in relation to teaching and learning.

##### 1. Supervision of Thesis

Title / Name of Student(s)	Level (Diploma, Degree, Post-graduate)	Institution(s)	Year / Semester

##### 2. Internal/External Examiner

Title / Name of Student(s)	Level (Diploma, Degree, Post-graduate)	Institution(s)	Year / Semester

##### 3. Supervision of Practicum/Attachment

Name of Students	Level (Certificate, Degree, Post-graduate)	Institutions / Organization	Year / Semester



#### 4. Advisor/Mentor

Level (Certificate, Diploma, Degree, Post-graduate)	No. of Students	Year / Semester

### 3.3 Curriculum Development: Program(s), Course(s) Designed / Developed / Reviewed / Evaluated

1. Involvement in program development, course design and related activities at various levels i.e. department, faculty, UiTM

Level (Certificate, Diploma, Degree, Post-graduate)	Program / Course, etc.	Description of Activities	Year	Position / Status*

2. Involvement in curriculum development, program and course design at national and international level.

Level (Certificate, Diploma, Degree, Post-graduate)	Program / Course, etc.	Description of Activities	Year	Position / Status*

\*e.g. Chairman, Secretary, Committee Member, Project Leader, etc.

### 3.4 Committee Member

1. Involvement in committees in UiTM

Level (Department / Faculty / UiTM)	Name of Committee	Year (From – To)	Position / Status*

\*e.g. Chairman, Secretary, Committee Member, Project Leader, Advisor, etc.

2. Involvement in committees at National and/or International

Level (National / International)	Name of Committee	Year (From – To)	Position / Status*

\*e.g. Chairman, Secretary, Committee Member, Project Leader, Advisor, etc.

## **SECTION D**

### TEACHING APPROACHES

## 4.0 TEACHING APPROACHES

Teaching approaches refer to the choice of teaching and learning practices you frequently used as a means of attaining your goal, while methods are the processes or ways of carrying out your teaching and learning activities where as techniques refer to the specific methods or strategies you commonly used in the process of teaching and learning.

### 4.1 Teaching Approaches

Approaches / Methods / Techniques/Strategies	Description

### 4.2 Reflection of Teaching

Reflection or evaluation of your own teaching carried out at the end of each individual lesson, semester or academic year to analyse the strengths and weaknesses of your teaching for the purpose of self-improvement.

Reflection	Action Plan

## **SECTION E**

### INNOVATIONS IN TEACHING AND LEARNING

5.0 INNOVATIONS IN TEACHING AND LEARNING

5.1 Innovations in Teaching and Learning

Innovation in teaching and learning refers to something new or creative that you have introduced or implemented to enhance the process of teaching and learning.

Innovation can be in the form of a major or minor change in your course content, a new method or approach in teaching, a new activity carried out, and a new form of instructional materials developed and used such as video, film, software, online program, etc. or an assessment procedure introduced in any of your course.

Innovation(s)	Description

**SECTION F**  
ACCOMPLISHMENTS RELATED TO TEACHING AND  
LEARNING

## 6.0 ACCOMPLISHMENTS RELATED TO TEACHING AND LEARNING

List of teaching and learning related activities accomplished such as researches, publications, presentations, consultations, collaborations, community services, acknowledgements, recognitions by professional bodies, organisations, institutions, peers and students, awards, etc.

### 6.1 Accomplishments

#### 1. Research

Title	Grant Received (Value of Grant)(RM)	Sponsor (s)	Date	
			Begin	Completed

#### 2. Grants Received

Name of Grant	Title	Awarding Institution	Amount	Year

#### 3. Publication

Title	Position / Role*	Publisher	Date of Publication

\*State your role i.e. author, co-author, editor, etc.

#### 4. Article

Title	Name of Journal / Publication*	Vol. / No.	Publisher	Date of Publication

\*Name of journal, magazines, printed or electronic media, etc.

#### 5. Article Reviewer

Title	Name of Journal / Publication*	Vol. / No.	Publisher	Date of Publication

\*Name of journal, magazines, printed or electronic media, etc

## 6. Paper Presentation

Title	Name of Seminar / Conference	Place / Country	Date of Presentation

## 7. Speaker / Course Facilitator (UiTM and outside UiTM)

Title	Name of Course	Place / Country	Date of Presentation

## 8. Video / VCD / Film / Projects / Productions, etc.

Type	Title	Name of Producer	Duration (Hrs.Mins)	Date of Production

## 9. Artistic Works / Artifacts / Presentation / Exhibition

Title of Artwork / Design / Presentation / Exhibition	Role*	Gallery / Museum / Theatre / Auditorium	City / Country	Date of Production / Event

\*State your role i.e. artist, composer, designer, director, etc.

## 6.2 Consultancy

### 1. Consultation Activities

Title	Project Amount (RM)	Sponsor / Organization	Duration	
			Begin	End

## 6.3 Industrial Linkages and Collaboration

### 1. Linkages and collaborations with industry / external organization, etc.

Name of Industry / Organization	Type of Linkages / Collaborations	Duration	
		Begin	End



## 6.4 Community Service

### 1. Contribution to Community

Name of Organization(s), Community, etc.	Type of Contribution / Service Rendered	Duration	
		Begin	End

## 6.5 Awards

### 1. Academic Award

Award	Title/Product/Invention	Level*	Description

\*International, national, state, institutions, etc.

### 2. Recognition by Professional Bodies, Institutions, Peers and Students, etc.

Award**	Awarding Body	Level*	Year

\*International, national, state, institutions, etc.

\*\*Form of award e.g. certificate, trophy, medal, monetary, etc.

### 3. Honorary Award

Award	Awarding Body	Level*	Year

\*International, national, state, institutions, etc.

#### Note:

Items and activities listed from Section A to Section F need to be supported with evidence such as copies of documents, letters of appointments, recordings, artifacts, etc.

## **PART C**

### GUIDELINES TO DEVELOP THE TEACHING PORTFOLIO

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UNIVERSITI  
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MARA

# TEACHING PORTFOLIO

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Name .....

Program/Department .....

Faculty/Campus .....

## **SECTION A**

### PERSONAL PROFILE

## 1.0 PERSONAL PROFILE

Please provide the following information:



<b>Name</b>	
<b>Staff ID No.</b>	
<b>Telephone No. (Office/HP)</b>	
<b>Current Position (Lecturer, Senior Lecturer, Associate Professor, Professor )</b>	
<b>Area(s) of Expertise</b>	
<b>Date Joined UiTM</b>	

### Academic Qualifications

	Qualifications	Areas of Specialization	Universities / Organisations	Date
1.				
2.				

### Administrative Experience in UiTM

	Positions	Year (From – To)	Dept. / Faculty / Campus, etc.
1.			
2.			

### Past Teaching Experience

	Institutions	Year (From – To)	Position
1.			
2.			

### Past Working Experience (Other than teaching)

	Institution(s) / Organisation(s)	Year (From – To)	Position
1.			
2.			

## **SECTION B**

### TEACHING PHILOSOPHY



## 2.0 TEACHING PHILOSOPHY

## 2.1 Teaching Philosophy

A brief statement of your belief(s) about teaching or guiding principle(s) related to your teaching i.e. statement regarding why you teach the way you teach, how you teach, etc.

The teaching philosophy aims to answer some of the following statements/questions:

1. Your belief(s) about teaching
2. How do you put into practice your belief(s) about effective teaching and learning?
3. Your belief(s) about how you as a lecturer can best help students learn/acquire the knowledge.
4. Your belief(s) about how students' learning takes place.

A teaching philosophy is thus, a very broad personal statement about your belief(s) towards teaching.

## Teaching Philosophy

## 2.2 Teaching Goals

Teaching goals describe your goals in the teaching-learning process in order to help you and your students learn and acquire knowledge and how you can help them achieve their goals.

The following questions may help you determine your teaching goals:

- What are my teaching goals?
- Why do I teach the way I do?
- How do I prefer to teach?
- What are my preferred teaching approaches, methods and techniques?

## Teaching Goals

Your teaching philosophy and goals may change over time. Therefore, you need to continuously reflect on your teaching philosophy and goals as a good basis for self-review, self-improvement, self-development and your potential growth.

Your teaching philosophy and goals need to be written in the first person and in narrative form. The length is about 1 to 2 pages for your teaching philosophy and 1 to 2 pages for your teaching goals.

### **Note:**

You may refer to samples of teaching philosophy and teaching goals from the internet or other sources.

## **SECTION C**

### TEACHING RESPONSIBILITIES

### 3.0 TEACHING DUTIES AND RESPONSIBILITIES

#### 3.1 Teaching Duties

List the courses you are currently teaching and also the courses you have taught in the past. Include the following information and also enclose a copy of the respective semester's time table:

1. Full-time Teaching

Name of Program / Course	Level (Diploma, Degree, Post-graduate)	Credit Hour	No. of Students	Year / Semester

2. Part-time Teaching

Name of Program / Course	Level (Diploma, Degree, Post-graduate)	Credit Hour	No. of Students	Year / Semester

#### 3.2 Teaching Related Activities

Activities that you carried out in relation to teaching and learning.

1. Supervision of Thesis

Title / Name of Student(s)	Level (Diploma, Degree, Post-graduate)	Institution(s)	Year / Semester

2. Internal/External Examiner

Title / Name of Student(s)	Level (Diploma, Degree, Post-graduate)	Institution(s)	Year / Semester

3. Supervision of Practicum/Attachment

Name of Students	Level (Certificate, Degree, Post-graduate)	Institutions / Organization	Year / Semester

4. Advisor / Mentor

Level (Certificate, Diploma, Degree, Post-graduate)	No. of Students	Year / Semester

### 3.3 Curriculum Development: Program(s), Course(s) Designed / Developed / Reviewed / Evaluated

1. Involvement in program development, course design and related activities at various levels i.e. department, faculty, UiTM.

Level (Certificate, Diploma, Degree, Post-graduate)	Program / Course, etc.	Description of Activities	Year	Position / Status*

2. Involvement in curriculum development, program and course design at national and international level.

Level (Certificate, Diploma, Degree, Post-graduate)	Program / Course, etc.	Description of Activities	Year	Position / Status*

\*e.g. Chairman, Secretary, Committee Member, Project Leader

### 3.4 Committee Member

1. Involvement in committees in UiTM

Level (Department / Faculty / UiTM)	Name of Committee	Year (From – To)	Position / Status*

\*e.g. Chairman, Secretary, Committee Member, Project Leader, Advisor, etc.

2. Involvement in committees at National and/or International

Level (National / International)	Name of Committee	Year (From – To)	Position / Status*

\*e.g. Chairman, Secretary, Committee Member, Project Leader, Advisor, etc.

## **SECTION D**

### TEACHING APPROACHES

4.0 TEACHING APPROACHES

Teaching approaches refer to choices of teaching and learning techniques you frequently used as a means of attaining a goal, while methods are the processes or ways of carrying out your teaching and learning activities whereas techniques refer to the specific methods or strategies commonly used in the process of teaching and learning.

State the most common approaches, methods and techniques that you adopted in your teaching and learning. Provide a brief statement describing your preference for the particular approach, method or technique.

4.1 Teaching Approaches

1. Approaches

Examples of teaching and learning approaches:

<ul style="list-style-type: none"><li>• Behaviourist approach</li><li>• Cognitivist approach</li><li>• Humanistic approach</li><li>• Constructivist approach</li></ul>	
--	--

2. Methods

Examples of teaching and learning methods:

<ul style="list-style-type: none"><li>• Integrative learning</li><li>• Problem-based learning</li><li>• Inquiry learning</li><li>• Case-based learning</li><li>• Cooperative Learning</li></ul>	<ul style="list-style-type: none"><li>• Accelerated learning</li><li>• Project-based learning,</li><li>• Criterion-reference instruction</li><li>• Student centred learning</li></ul>
---	---

Examples of teaching and learning methods commonly employed are as follows:

<ul style="list-style-type: none"><li>• lecture</li><li>• discussion,</li><li>• case study,</li><li>• group work,</li><li>• pair work,</li><li>• project-based learning,</li><li>• problem-based learning,</li></ul>	<ul style="list-style-type: none"><li>• demonstration</li><li>• critique sessions</li><li>• lab / studio</li><li>• field work</li><li>• field trip</li><li>• presentation</li><li>• seminar, forum etc</li></ul>
--	--

Describe your preferred teaching approaches, methods and techniques or strategies.

Approaches / Methods / Techniques/Strategies	Description

## 4.2 Reflection of Teaching

Reflection or evaluation of your own teaching is carried out at the end of each individual lesson, semester or academic year to analyse the strengths and weaknesses of your teaching for the purpose of self-improvement.

Instruments that can be used as a reference for reflection are:

- Your lesson plan which include reflection of your teaching
- Video recording, etc.
- Peer's/supervisor's feedback
- Analyses of students' performance
- Students feedback online (SUFO)

Write an analysis of your reflection on your own teaching and action plan taken to improve your teaching.

Reflection	Action Plan



## **SECTION E**

### INNOVATIONS IN TEACHING AND LEARNING

5.0 INNOVATIONS IN TEACHING AND LEARNING

5.1 Innovations in Teaching and Learning

Innovation in teaching and learning refers to something new or creative that you have introduced or implemented to enhance the process of teaching and learning. It can be in the form of a minor change in your course content, approach in teaching, a new method used, a new activity carried out, a new form of instructional materials developed and used or an assessment procedure introduced in any of your course.

Innovation also refers to the process of making changes to existing practice, such as using a new approach, method, strategy or technique, product, equipment, tool, device, software, online program, etc. for improvement or enhancement of teaching and learning.

Please describe the innovations or new ideas that you have carried out or implemented and their impact on your teaching and learning process and the suggested actions taken for further improvement.

Innovation(s)	Description

**SECTION F**  
ACCOMPLISHMENTS RELATED TO TEACHING AND  
LEARNING

## 6.0 ACCOMPLISHMENTS RELATED TO TEACHING AND LEARNING

List of teaching and learning related activities accomplished such as researches, publications, presentations, consultations, collaborations, community services, acknowledgements, recognitions by professional bodies, organisations, institutions, peers and students, awards, etc.

### 6.1 Accomplishments

#### 1. Research

Title	Grant Received (Value of Grant)(RM)	Sponsor (s)	Date	
			Begin	Completed

#### 2. Grants Received

Name of Grant	Title	Awarding Institution	Amount	Year

#### 3. Publication

Title	Position / Role*	Publisher	Date of Publication

\*State your role i.e. author, co-author, editor, etc.

#### 4. Article

Title	Name of Journal / Publication*	Vol. / No.	Publisher	Date of Publication

\*Name of journal, magazines, printed or electronic media, etc.

#### 5. Article Reviewer

Title	Name of Journal / Publication*	Vol. / No.	Publisher	Date of Publication

\*Name of journal, magazines, printed or electronic media, etc.

## 6. Paper Presentation

Title	Name of Seminar / Conference	Place / Country	Date of Presentation

## 7. Speaker / Course Facilitator (UiTM and outside UiTM)

Title	Name of Course	Place / Country	Date of Presentation

## 8. Video / VCD / Film / Projects / Productions, etc.

Type	Title	Name of Producer	Duration (Hrs.Mins)	Date of Production

## 9. Artistic Works / Artifacts / Presentation / Exhibition

Title of Artwork / Design / Presentation/ Exhibition	Role*	Gallery / Museum / Theatre / Auditorium	City / Country	Date of Production / Event

\*State your role i.e. artist, composer, designer, director, etc.

## 6.2 Consultancy

### 1. Consultation Activities

Title	Project Amount (RM)	Sponsor / Organization	Duration	
			Begin	End

## 6.3 Industrial Linkages and Collaboration

### 1. Linkages and collaborations with industry / external organization, etc.

Name of Industry / Organization	Type of Linkages / Collaborations	Duration	
		Begin	End

## 6.4 Community Service

### 1. Contribution to Community

Name of Organization(s), Community, etc.	Type of Contribution / Service Rendered	Duration	
		Begin	End

## 6.5 Awards

### 1. Academic Award

Award	Title/Product/Invention	Level*	Description

\*International, national, state, institutions, etc.

### 2. Recognition by Professional Bodies, Institutions, Peers and Students, etc.

Award**	Awarding Body	Level*	Year

\*International, national, state, institutions, etc.

\*\*Form of award e.g. certificate, trophy, medal, monetary, etc.

### 3. Honorary Award

Award	Awarding Body	Level*	Year

\*International, national, state, institutions, etc.

### Note:

Items and activities listed from Section A to Section F need to be supported with evidence such as copies of documents, letters of appointments, recordings, artifacts, etc.

## ADDITIONAL REFERENCE

**The following documents may also be used as reference in developing a teaching portfolio:**

- Kaplan, Matthew (1998). The Teaching Portfolio. The Center for Research on Learning and Teaching. University of Michigan. Retrieved from [http://www.crlt.umich.edu/sites/default/files/resource\\_files/CRLT\\_no11.pdf](http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no11.pdf)
- Mues, Fran and Sorcinelli, Mary D. (2000). Preparing a Teaching Portfolio. The Center for Teaching University of Massachusetts. Retrieved from [http://works.bepress.com/marydeane\\_sorcinelli/2](http://works.bepress.com/marydeane_sorcinelli/2)
- Rodriguez-Farrar, Hanna lore B. (2006). The Teaching Portfolio: A Hand-book for Faculty, Teaching Assistants and Teaching Fellows. Brown University. Retrieved from <http://brown.edu/about/administration/sheridancenter/sites/brown.edu/about/administration/sheridancenter/files/uploads/TeachingPortfolio.pdf>
- Vaderbilt University. Center for Teaching. Teaching Portfolios. Retrieved from <http://cft.vanderbilt.edu/teaching-guides/reflecting/teaching-portfolios/>.

