

**УДК 178.73**

**ВИКЛАДАЦЬКЕ ПОРТФОЛІО ЯК ОДИН З ПРОВІДНИХ МЕТОДІВ  
ПРОФЕСІЙНОГО РОЗВИТКУ ВИКЛАДАЧІВ ВИЩОЇ ШКОЛИ США**

*Бельмаз Я. М.*

*Комунальний заклад «Харківська гуманітарно-педагогічна академія»  
Харківської обласної ради*

Статтю присвячено аналізу поняття «викладацьке портфоліо». Автор зазначає, що портфоліо викладача – це певний етап його професійного розвитку. Створення та використання портфоліо у ЗВО України є об'єктивною необхідністю сьогодення. У роботі представлено розуміння поняття «викладацьке портфоліо» американськими науковцями (Дж. Мюррей, Ф. Урбах, К. О'Нейл, А. Райт). У процесі аналізу низки праць автор доходить висновку, що викладацьке портфоліо – це комплексний феномен, який охоплює різні аспекти; це засіб для документування процесу викладання, відбиття взірців викладацької практики, визначення головної місії ЗВО, а головне – для мотивації індивідуального професійного розвитку кожного члена професорсько-викладацького складу.

**Ключові слова:** викладач, вища школа, портфоліо, професійний розвиток, рефлексія, професійна діяльність.

**ПРЕПОДАВАТЕЛЬСКОЕ ПОРТФОЛИО КАК ОДИН ИЗ ВЕДУЩИХ  
МЕТОДОВ ПРОФЕССИОНАЛЬНОГО РАЗВИТИЯ ПРЕПОДАВАТЕЛЕЙ  
ВЫСШЕЙ ШКОЛЫ США**

*Бельмаз Я. Н.*

*Коммунальное заведение «Харьковская гуманитарно-педагогическая академия»  
Харьковского областного совета*

Статья посвящена анализу понятия «преподавательское портфолио». Автор отмечает, что портфолио преподавателя – это определенный этап его профессионального развития. Создание и использование портфолио в вузах Украины является объективной необходимостью сегодняшнего дня. В работе рассматривается понимание понятия «преподавательское портфолио» американскими учеными (Дж. Мюррей, Ф. Урбах, К. О'Нейл, А. Райт). В процессе анализа ряда работ, автор приходит к выводу, что преподавательское портфолио является комплексным феноменом, который охватывает различные аспекты – это средство для документирования процесса преподавания, отражение образцов преподавательской деятельности, определение главной миссии ВУЗов, а главное – для мотивации индивидуального профессионального развития каждого члена профессорско-преподавательского состава.

**Ключевые слова:** преподаватель, высшая школа, портфолио, профессиональное развитие, рефлексия, профессиональная деятельность.

**TEACHING PORTFOLIO AS ONE OF THE LEADING WAYS OF HIGHER  
EDUCATION TEACHERS PROFESSIONAL DEVELOPMENT  
IN THE USA**

*Belmaz Y.*

*Municipal Establishment «Kharkiv Humanitarian-Pedagogical Academy»  
of Kharkiv Regional Council*

The article deals with the issue of teaching portfolio. The author examines American educators' understanding of essence «teaching portfolio». It is mentioned that teaching portfolio is a certain stage of professional development of higher education teachers. In Ukraine, this method is in the testing stage, however, in the United States, the portfolio of teachers is actively used in a large number of higher education institutions. Working with this method is an objective necessity of the present.

It is pointed that there are many definitions of the portfolio, but the main positions from which this phenomenon is considered are portfolio-technology and portfolio-product. The author suggests John Murrey's definition of teaching portfolios who defines teaching portfolio in four perspectives, taking into account the main purposes. Therefore, a portfolio can be defined as a tool for documenting teaching with an emphasis on achievements; empowering professors and teachers to gain dominion over their professional activities; providing higher educational institutions with the means of demonstration that teaching is an institutional priority; and individualizing faculty professional development.

The author highlights that most scholars who are addressing the problem of portfolio in higher education agree that the potential of the teaching portfolio lies in the ability of teachers to control their professional development. The main perspectives of higher education lecturers' portfolios are distinguished such as: receiving credits for effective teaching, improving teaching performance, receiving awards or merit pay for high-level teaching, and obtaining a different position.

Summing up, the author considers the teaching portfolio as a complex phenomenon that covers all of the above-mentioned aspects – a means for documenting the teaching process, reflecting patterns of teaching practice, emphasizing the main mission of the university, and most importantly – as motivation of the individual professional development of each faculty member. However, as noted by academic teachers, it is important to present not only an ideal experience, but also to describe problem situations, reflect on the way of their solution, on the causes of their occurrence, and others like that.

**Keywords:** teacher, higher education, portfolio, professional development, reflection, professional activity.

**Introduction.** Teaching portfolio is a certain stage of professional development. In a broad sense, the portfolio method can be used for any practical and productive activity. Portfolio is a systematic and specially organized collection of evidence that serves as a means of systematic

reflection on own activities and presenting its results in one or more spheres for the current assessment of competencies or competitiveness in the labor market.

The need to use the method of portfolio in education, and in particular in higher education, arose due to increased requirements for the quality of education. In Ukraine, this method is in the testing stage, however, in the United States, the portfolio of teachers is actively used in a large number of higher education institutions.

The creation and use of a portfolio in higher education is an objective necessity of the present, which is characterized by the following trends in the development of society and education:

- constant increase of requirements to higher education in general and to the activity of a higher education teacher in particular;
- Ukraine joining the Bologna Process;
- the transition to a post-industrial information society, which requires the development of competences and the ability to learn;
- the use of new forms and methods of learning and teaching, including person-centered learning;
- search for new ways of personal development.

The problem of formation and development of teacher professionalism is a national problem for many countries. In our time, there are many reforms in the field of higher education, and a higher education teacher is one of the main figures in this process. The teacher is in such conditions, when mastering research and reflection skills is a mandatory criterion for the formation of a highly professional teacher.

In American pedagogical science, there are many works devoted to the study of portfolio issues in general and in higher education in particular.

**The aim of the article.** The purpose of this article is to examine and analyze the understanding of the concept «teaching portfolio» in American pedagogy, its main tasks in higher education.

**Basic materials presentation.** Portfolio is one of the means for fulfilling the tasks arising from the modern trends in the development of education and society.

There are many definitions of the portfolio, but the main positions from which this phenomenon is considered are:

- 1) portfolio-technology, based on the method of authentic evaluation of the results of educational and professional activities;

2) portfolio-product (translated from the Italian «folder with documents», «specialist folder»), i.e. a working file folder containing various information that documents the experience gained and the achievement of the professional activity subject.

Creating a portfolio may also have a number of specific tasks:

- 1) to trace the evolution of the professional activity of each teacher;
- 2) to systematize teaching materials and work experience for demonstration to the employer;
- 3) to demonstrate own achievements to less experienced colleagues;
- 4) to offer a way of organizing one or another training course;
- 5) to serve as the basis for participation in competitive and grant programs;
- 6) to promote the expansion of the methodological range of the educational institution.

John Murrey suggests defining teaching portfolios in four perspectives, taking into account the main purposes. Therefore, a portfolio can be defined as a tool for:

- documenting teaching with an emphasis on achievements;
- empowering professors and teachers to gain dominion over their professional activities;
- providing higher educational institutions with the means of demonstration that teaching is an institutional priority;
- individualizing faculty professional development [5, p. 9].

Most scholars tend to focus on the first understanding of the teaching portfolio – as a tool for documenting achievements in the professional field.

F. Urbach notes that the purpose of the teacher portfolio is to describe, during a certain period of time, the full range of teacher's abilities as a college teacher [9, p. 71].

According to K. O'Neil and A. Wright, the teaching portfolio is a comprehensive record of teaching activities and achievements of a professor [7, p. 6].

Waterman defines the teaching portfolio as a document that a faculty member creates to communicate teaching goals, to summarize the achievements, and to convey the quality of teaching [4, p. 217].

Moreover, many scholars emphasize the ability of the teaching portfolio to emphasize the best in the teaching activities of professors:

«The teaching portfolio focuses on the characteristics of exemplary teaching and the best way to document and display them» [4, p. 217].

«The teaching portfolio is a factual description of the main strengths of the professor and teaching achievements. It provides documents and materials that represent the work of the teaching staff in the best possible way ...» [8, p. 3].

Some scholars argue that the portfolio should extend to all traditional aspects of the activity of a higher school teacher. According to D. De Fillips, the higher education teaching portfolio is a comprehensive presentation of the work, activities and achievements of the teacher in all major areas of activity of a higher education teacher activity: teaching, research, and services. This is an integral portrait of a professional [2, p. 11].

However, some scholars (for example, J. Meacham) fear that under such a comprehensive approach teaching will again be eliminated on the background of research [3, p. 45].

As for the second aspect of the portfolio, it provides an opportunity for each faculty member to determine for himself the path of development, i.e. in which direction to develop, what knowledge, skills and abilities to master, etc.

The teacher himself decides what should be included in his / her personal portfolios. He / she reveals his / her philosophy of teaching, the ways of putting it into practice, the criteria for assessing students, the standards on which his / her own success is determined. The teacher becomes a professional teacher who understands that the standardized way of professional development often impedes the development of creativity [6, p. 36].

Teaching portfolio can encourage faculty members to improve their teaching by identifying strengths and weaknesses. Portfolio is a tool for examining each particular moment of teaching, as well as reflections on their own activities and student learning activities. The process of introspection used in portfolio development enables teachers to think and evaluate their teaching activities in accordance with professional values and beliefs [5, p. 11].

Consequently, the teaching portfolio provides a special strength to higher education teachers to reflect on their own teaching activities.

The third definition of the teaching portfolio proposed by J. Murray focuses on the ability of this method to highlight teaching as a priority in higher education. When the administration of the institution encourages the teaching staff to create the teaching portfolio itself, a dialogue is held at the university on the quality of teaching [2, p. 11].

If at first many higher educational establishments used a portfolio to enhance the status of teaching activities in higher education, then later the greater potential of the portfolio was to be the professional development of the teaching staff [1, p. 231].

Therefore, if universities and colleges try to use a portfolio to emphasize the importance of teaching and learning, then the entire faculty will understand the value of a portfolio for their professional development.

Hence the fourth understanding of the portfolio by American scholars, namely – as a means of individual development of higher education teachers. In this context, the following insights into the essence of the portfolio are offered:

«Portfolio is a carefully assembled collection of work samples and reflective comments that has emerged as an effective vehicle to document what they know and do as teachers, while also promoting individual reflection and improvement» [10, p. 4].

«Portfolio is a gathering of documents and other materials highlighting the professor's classroom teaching and suggesting its scope and quality... It is flexible enough to be use ... to provide stimulus and structure for self-reflection about teaching areas in need of improvement» [8, p. XI].

«Portfolio begins the process of improvement ..., and is the starting point for better teaching in higher school» [5, p. 12].

Perry sees the value of portfolio development as a requirement to establish and evaluate the basic assumptions of teaching and learning in higher education [303, p. 12].

Most scholars who are addressing the problem of portfolio in higher education agree that the potential of the teaching portfolio lies in the ability of teachers to control their professional development.

In the opinion of J. Zubizarreta, the portfolio can assist the professor:

- to identify specific duties of a course and to correlate them with his / her own model of teaching;
- to clearly formulate the philosophy of a particular course;
- to describe, analyze and evaluate educational materials, model, results of the course;
- to consider in detail the objectives of the training course and the competence of students;
- to study the responses of students and colleagues and identify ways to improve their teaching activities;
- to approve for him/herself concrete aims of teaching;
- to submit the necessary documentation with his / her achievements in teaching [5, p. 14-15].

Hence, most US higher education lecturers use portfolios for the following perspectives: 1) receiving credits for effective teaching; 2) improving teaching performance; 3) receiving awards or merit pay for high-level teaching; 4) obtaining a different position [5, p. 15].

In general, the teacher uses a portfolio throughout his / her career, although at different times this process has its own peculiarities.

**Conclusions.** Thus, the teaching portfolio provides the faculty with the opportunity to demonstrate one's achievements, to reflect on one's teaching, to outline a perspective plan for professional development.

To sum up, the teaching portfolio is a complex phenomenon that covers all of the above-mentioned aspects – a means for documenting the teaching process, reflecting patterns of teaching practice, emphasizing the main mission of the university, and most importantly – as motivation of the individual professional development of each faculty member. However, as noted by academic teachers, it is important to present not only an ideal experience, but also to describe problem situations, reflect on the way of their solution, on the causes of their occurrence, and others like that.

### References:

1. Braskamp I. A. Assessing faculty work: enhancing individual and institutional performance. *Higher and adult education series*. San Francisco : Jossey Bass, 1994. 333 p.
2. De Fillips D. C. Professional portfolios: the New York college model for faculty development, evaluation and rewards, achievements and aspirations: a case study. Jamaica, New York : York College, 1999. 199 p.
3. Meacham J. Class dismissed: universities should start caring about how well – how much – teachers teach. *Washington Monthly*. 1993. May. P. 42–46.
4. Millis B. J. Putting the teaching portfolio in context. *To improve the academy*. 1991. № 10. P. 215–229.
5. Murray J. P. Successful faculty development and evaluation: the complete teaching portfolio. Washington : The George Washington University, 1997. 144 p.
6. Murray J. Why teaching portfolios? *Community college review*. 1994. № 22. P. 33–43.
7. O'Neil C. Recording teaching accomplishment: a Dalhousie guide to the teaching dossier. Halifax, Nova Scotia: Dalhousie University, 1992. 87 p.
8. Seldin P. The teaching portfolio. Bolton. Mass : Anker Publishing Co, 1991. 402 p.
9. Urbach F. Developing a teaching portfolio. *College teaching*. 1992. № 40. P. 71–74.
10. Use of faculty portfolios growing. *Academic leader*. 1993. July. P. 4.