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Abstract

In 2015, a teaching portfolio pilot project was conducted at the University of Graz, Austria. This paper's aims are to give an outline of the project and its evaluation, including the national and institutional context of teaching and learning, to share insights and lessons learned and to point at possible challenges when implementing teaching portfolios. Even though parameters may vary strongly at European Higher Education Institutions (HEIs), some general conclusions case study can be drawn from this. Through the analysis of the pilot project, the authors try to indicate the usefulness of teaching portfolios as an instrument to support the development of academics and contribute to quality development in European HEIs. (HRK / Abstract übernommen)