

## Appendix 1: Pressure Cooker checklist

| <b>Competence 1: Developing Teaching:</b>  |   |  |
|--|---|--|
| <i>the lecturer can:</i>   | <i>The product(s) show(s):</i>  | <b>EVIDENCE TO BRING:</b>  |
| 1. <i>(re)develop a course using specifically formulated learning objectives</i>   | <i>SMART formulated objectives and their relation to the competencies of the degree program</i>   | <ul style="list-style-type: none"> <li>✓ Course description of the specific course. For instance from Osiris or a (module) manual.</li> <li>✓ End terms of the specific programme (for example from the self-evaluation of the programme).</li> <li>✓ Materials about the position of the course in the curriculum (for example from the self-evaluation and/or the module manual)</li> <li>✓ Learning objectives of the specific course (course/module/project/etc.).</li> <li>✓ Illustrative materials; for example a student manual, some PowerPoint slides, assignments, etc.</li> </ul> |
| 2. <i>develop effective, efficient and Active learning methods and also choose and/or develop suitable study materials in order to achieve the learning objectives</i> | <i>A justified alignment between objectives, instructional methods and assessment .</i><br><i>The effectiveness of the instructional methods to</i> <ul style="list-style-type: none"> <li>▪ <i>transfer the disciplinary knowledge and skills</i></li> <li>▪ <i>motivate and stimulate students</i></li> </ul>   |  |
| 3. <i>take the teaching context of the institute/faculty into account.</i>   | <i>How the course is embedded in the curriculum as a whole. The relation between the course and</i> <ul style="list-style-type: none"> <li>▪ <i>other courses in the same year / semester</i></li> <li>▪ <i>the pedagogical principles and learning themes of the degree program</i></li> </ul> <i>The relevance of the chosen subject matter in the course and the connection with the academically context.</i> |  |
| 4. <i>take the entry levels of the students into account</i>   | <i>Complete and relevant descriptions of how in teaching the entry level of the students is addressed.</i>  |  |
| 5. <i>take the specific pedagogical requirements of the discipline into account.</i>   | <i>A relation between subject matter, instructional methods, future field of occupation and/or field of research</i>  |  |
| 6. <i>demonstrate a relationship between the content of the course components he/she teaches and the academic research performed in his/her discipline.</i>            | <i>A good connection between the teaching and ongoing research</i>  |  |

| <b>Competence 2: Teaching</b>  |  |  |
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| <b>Implementing teaching; the lecturer can:</b>  | <b>The product(s) show(s):</b>   | <b>EVIDENCE TO BRING:</b>  |
| 1. <i>provide insight into the formulated learning objectives or competences</i>   | <i>A true reflection of the objectives in teaching, in such a way that the objectives are clear for the students</i>   | <ul style="list-style-type: none"> <li>✓ Learning objectives of one specific lecture/meeting.</li> <li>✓ Lesson plan of the specific meeting<sup>1</sup>.</li> <li>✓ Video-recording of a meeting/lecture or an official lecture assessment by one of the member of the Educational Service that meets the set criteria.</li> <li>✓ Illustrative materials; for example PowerPoint slides, an assignment, a link to a video demonstration, etc.</li> </ul> |
| 2. <i>use the formulated learning objectives and the students' entry levels to choose effective and efficient teaching methods and offer suitable study materials.</i> | <i>Use of instructional methods and material to</i> <ul style="list-style-type: none"> <li>▪ <i>achieve the objectives</i></li> <li>▪ <i>motivate and stimulate students to learn</i></li> <li>▪ <i>relate to the specific qualities of the students</i></li> </ul>                          |  |
| 3. <i>motivate students to interpret and design their own learning process</i>   | <i>Stimulation of initiative, independence and autonomy of students</i>  |  |
| 4. <i>use technical aids in a pedagogical suitable manner.</i>   | <i>Mastery and effective use of technical aids</i>   |  |
| 5. <i>supervise groups and individual students and give them effective feedback during the learning process</i>  | <i>That students in several different learning situations are</i> <ul style="list-style-type: none"> <li>▪ <i>given feedback in a proper manner</i></li> <li>▪ <i>motivated, activated and that their own responsibility is stimulated</i></li> <li>▪ <i>treated with respect</i></li> </ul> |  |
| 6. <i>assess the learning process of groups and individual students.</i>   | <i>Insight in the process of learning of the students and a good guidance by the teacher</i>   |  |
| 7. <i>support students in their development of academic skills</i>   | <i>The significant contribution to the achievement of academic skills of students</i>  |  |

<sup>1</sup> See appendix 2 (from the UTQ-manual: the assignment for competence 2). The lesson assessment or video recording should be executed beforehand.

| <b>Competence 3: Testing and Assessment</b>  |  |  |
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| <b>the lecturer can:</b>   | <b>The product(s) show(s):</b>   | <b>EVIDENCE TO BRING:</b>  |
| 1. <i>design a test plan, including assessment criteria and, using this, develop tests to check whether the students have met the learning objectives sufficiently well.</i> | <i>Responsible assessment:</i> <ul style="list-style-type: none"> <li>▪ <i>congruence between assessment method, content, objectives and activities in a course</i></li> <li>▪ <i>the assessment meets the quality requirements: validity, reliability and transparency</i></li> </ul> | <ul style="list-style-type: none"> <li>✓ The assessment of the course/(part of the) module.</li> <li>✓ Assessment form/ answers of the test.</li> <li>✓ Assessment plan of the chosen course/module/etc.</li> <li>✓ Test matrix.</li> <li>✓ Test results .</li> <li>✓ If available: Test analysis and improvement plan.</li> </ul> |
| 2. <i>use student test results to assess whether learning objectives have been achieved</i>  | <i>A responsible grading of the results of learning of groups and individual students, based on beforehand formulated criteria and cutting score</i>   |  |
| 3. <i>analyse test results and draw conclusions on the quality of learning, teaching and testing</i>   | <i>An elucidation and justification of the used method for analysis and an analysis of the assessment with conclusions about the quality of the assessment and the teaching methods and material.</i>  |  |

| <b>Competence 4: Organising and coordinating</b>   |  |  |
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| <b>teaching; the lecturer can:</b>   | <b>The product(s) show(s):</b>   | <b>EVIDENCE TO BRING:</b>  |
| 1. <i>work in a team (e.g. course committees, semester/annual meetings) to agree on activities and to collaborate with colleagues.</i>   | <i>Participation in meetings related to the degree program:</i> <ul style="list-style-type: none"> <li>▪ <i>Constructive contribution</i></li> <li>▪ <i>Fulfil agreements made</i></li> <li>▪ <i>Include a proportion of the work</i></li> </ul> | <ul style="list-style-type: none"> <li>✓ Validation of a colleague about working in a team.</li> </ul>   |
| 2. <i>plan teaching materials, exams, integration of administrative tasks and completion of teaching activities so they are logistically feasible and are implemented on time.</i>   | <i>A realistic plan in which actions / milestones, timelines, responsibilities and required recourses and facilities are included</i>  | <ul style="list-style-type: none"> <li>✓ Schedule of the course/module.</li> </ul>   |
| 3. <i>describe university and faculty regulations that are relevant to the teaching process, such as the Course and Examination Regulations and the role of relevant bodies, such as the Board of Examiners, Board of Studies and the department administration.</i> | <i>Knowledge of the relevant university and faculty regulations and the role of relevant agencies and the relationship with the own role in the degree</i>   | <ul style="list-style-type: none"> <li>✓ Case that involves an education committees of the faculty/university influence your work as a teacher.</li> </ul> |

| <b>Competence 5: Evaluating teaching</b>  |   |  |
|---|---|--|
| <b>the lecturer can:</b>  | <b>The product(s) show(s):</b>  | <b>EVIDENCE TO BRING:</b>  |
| 1. <i>compile an evaluation plan, implement and analyse the evaluation results and draw conclusions about his/her teaching quality.</i> | <i>Alignment between purpose and approach to the evaluation and a complete description of the results and conclusions. In addition a retrospective on the process and results of the evaluation</i> | <ul style="list-style-type: none"> <li>✓ Results of the evaluation of your own course/module.</li> <li>✓ If available: an analysis of the results, conclusion and recommendation based on the evaluation.</li> </ul> |
| 2. <i>formulate and implement enhancements that have been recommended for both teaching processes and products</i>                      | <i>Specific plans for the own teaching activities based on results of evaluation and analysis of assessment results</i>   |  |

| <b>Competence 6: Professionalisation</b>  |  |  |
|---|--|--|
| <b>the lecturer can:</b>  | <b>The product(s) show(s):</b>   | <b>EVIDENCE TO BRING:</b>  |
| 1. <i>acquire an understanding of developments in the pedagogical aspects of higher education and also apply them in such a way that the methods used match established learning objectives or competences.</i> | <i>Alignment between literature and innovative educational products and methods to the learning objectives</i>   | <p>If available:</p> <ul style="list-style-type: none"> <li>✓ Titles of literature about the education of your discipline.</li> <li>✓ Names of conferences about education of your discipline.</li> <li>✓ Associations/societies for teachers of your discipline.</li> <li>✓ Etc.</li> </ul> |
| 2. <i>reflect on his/her own work and the students' work, and is aware of any problem areas in the way he/she performs.</i>   | <p><i>Reflection on competencies. The reflections contain a</i></p> <ul style="list-style-type: none"> <li>▪ <i>description of choices made and</i></li> <li>▪ <i>justification of the choices made and</i></li> <li>▪ <i>description of the own learning results</i></li> </ul> |  |
| 3. <i>reflect on his/her own performance and then formulate resolutions to improve activities and personal objectives relating to professional development.</i>   | <p><i>Intentions regarding the own professional development in which concrete proposals and action points are incorporated for:</i></p> <ul style="list-style-type: none"> <li>▪ <i>own professional development</i></li> <li>▪ <i>improvement of education</i></li> </ul>       |  |

## Appendix 2: “Assignment Teaching and reflecting on a lesson” (UTQ Competence 2)

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Develop a lesson plan.

Enclose a short description of the context of the lesson:

- the course concerned
  - the students’ discipline, background, foreknowledge
  - the preparation you expect from your students
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- Make a lesson plan; a detailed plan for one specific lesson (min 2 hrs) for the course you are teaching (see example below). In this schedule you should at least include:
    - the learning objectives of the lesson
    - a time schedule of the activities during the lesson
    - the different educational functions during the lesson, including the relevant activities of both you as a teacher as well as the students.
  - Make the lesson plan *transferable*, i.e. make it as concrete as possible in such a way that your colleague, who might have to take over your course, is able to execute this design with limited preparation.
  - Justify your plan: give arguments for design choices, relate instructional methods to learning objectives and relate methods to the motivation and stimulation of students.

Possible format of a lesson plan:

| Time | Teacher activity | Function | Students activity | Extra information |
|------|------------------|----------|-------------------|-------------------|
|      |                  |          |                   |                   |
|      |                  |          |                   |                   |
|      |                  |          |                   |                   |

**Total size:** 2 to 4 pagers and possible supplements (e.g. an assignment, slides for lecture, etc.)

**Total time:** Approximately 5 hrs

### Activity 2: Implementing the lesson plan.

You have two options to accomplish this activity:

#### Option A:

- Make a video recording of this lecture, in which you at least show the first and last 15 minutes of the lecture. In the recording you show how you use different instructional formats, teaching materials and how you make use of technical tools.
- After the lesson you watch the recording and write a reflection report.
- Add the recording and your reflection to your portfolio.

**Total size:** reflection 1 to 2 pages + recording

**Total time:** Approximately 3 hrs

#### Option B:

- Ask an employee of the Educational Services (via your portfolio supervisor) to assess your lecture. Write a reflection report of the lecture (how did you do?).
- Discuss the lecture with the assessor, including his/her assessment report (with his/her judgment) and your reflection report.
- After this discussion the assessor will report the most important findings of the discussion and will hand over a summary report.

**Total size:** 2 to 4 pages (assessment report and reflection)

**Total time:** Approximately 3 hrs