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# 1. Introduction to the University Teaching Qualification

## 1.1 Why the UTQ?

The University Teaching Qualification track helps teaching staff acquire and demonstrate the skills they need to work as a teacher in Higher Education. In January 2008 the Vice-Chancellors of every university in the Netherlands signed the agreement to recognize each other's UTQ certificate. This means that the UTQ certificate has national<sup>1</sup> value.

The underlying objective of the UTQ is that teachers with the UTQ certificate contribute to 'good' education. But what is 'good' education? One can try to answer this question from many different perspectives; society, field of action, the teacher, the student, etc. The below description is written from the perspective of the teacher and the way in which he<sup>2</sup> may contribute to 'good' education. Over the last years, a shift in focus has taken place from teaching towards learning<sup>3</sup>. A very simple definition of learning is: "*Learning is becoming familiar with new knowledge and skills in such a way that this is used to solve problems*". This causes a shift in the role of the teacher from the person who *transfers* knowledge to the person who *supports* the learner. Students have to do their own learning, the teacher creates the stimulating environment where learning takes place. This means that the teacher has to shape teaching so that students can learn effectively. Designing education is therefore at least as important as teaching is.

*The teacher offers a contribution to 'good' education by making conscious and educationally informed choices during the design, execution, organization, testing and evaluation of learning. This can only be done when the teacher is also involved in his own learning (professionalization as a teacher).*

The UTQ is part of the HRM-policy of the UT, as newly appointed teachers are required to get the UTQ certificate within 3 years, and the UTQ certificate is a prerequisite for further career development. See for instance the following passage from the "*Voorschriften indeling & inschaling van personeel*" memorandum (conditions for staff categories and scales), ref. 369.075, 18 January 2006.

## 1.2 Characteristics of the UTQ

In Twente the UTQ is mainly characterized by three features, the competencies, the development of them in the workplace and the individual learning route.

### ***The UTQ competences***

The five UTQ competences are the core of the UTQ.

1. Designing or redesigning education
2. Teaching and Supervising
3. Assessment
4. Evaluating teaching
5. Professionalization

Each competence is described in more detail and is specified in assessment criteria (see [appendix 1](#)).

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<sup>1</sup> There is no international agreement on the value of the UTQ certificate. It is proof of the professional development in education at a University in the Netherlands. On request the UTQ coordinator will write a letter of recommendation regarding the certificate.

<sup>2</sup> He/his" can also be read as "she/her".

<sup>3</sup> A. Kallenberg, L. van der Grijpsaarde, A. ter Braak and C. van Horzen (2006). Leren (en) doceren in het Hoger Onderwijs [Learning (and) teaching in Higher Education]. Lemma BV, Utrecht.

These competencies are developed by the four Technical Universities of Delft, Eindhoven, Wageningen and Twente (4TU). The 4TU has also a shared quality assurance system for the UTQ.

### **Developing competencies in the work place**

The participants will to a large extent develop their competencies and the proof there of in the work place. Participants have a teaching position at the UT, during which they (re)develop education and teach. The results of these activities can be used in the dossier. The (in)formal involvement of the directors of educational programmes, fellow teaching staff and students is therefore preferred.

### **Individual learning route**

The structure of the UTQ is such that participants will be able to pursue their own learning route that will lead to the required competencies. The learning track differs from one participant to another, based on their own wishes and the skills they already possess. The objective of the learning route is that UTQ participants acquire the UTQ competences and give proof of them as required by the UTQ. Therefore, the participants indicate which competencies they already possess, and what plans they are making regarding their development and the proof of the competences. Together with the UTQ supervisor (educational consultant) the participant will look for the most efficient way to develop the competences and to collect supporting evidence in his situation (see Intake, [chapter 2](#)).

During the UTQ track participants have many options and choices to make regarding the activities to develop and demonstrate their competences (see Facilitating activities, [chapter 3](#)).

At the end of the track the participant has a filled dossier with proof of the competences (see the UTQ dossier, [chapter 4](#)). A committee assesses the quality of the proof in relation to the required standards. By means of the dossier and a final assessment interview the participant demonstrates to the assessment committee that he meets the criteria of the UTQ competences (see Assessment of the UTQ, [chapter 5](#)). If it is found to be satisfactory, the participant will be awarded the UTQ certificate.

In the next figure you can find a summary of the activities of this learning route, starting with the Intake and ending with the UTQ certificate.

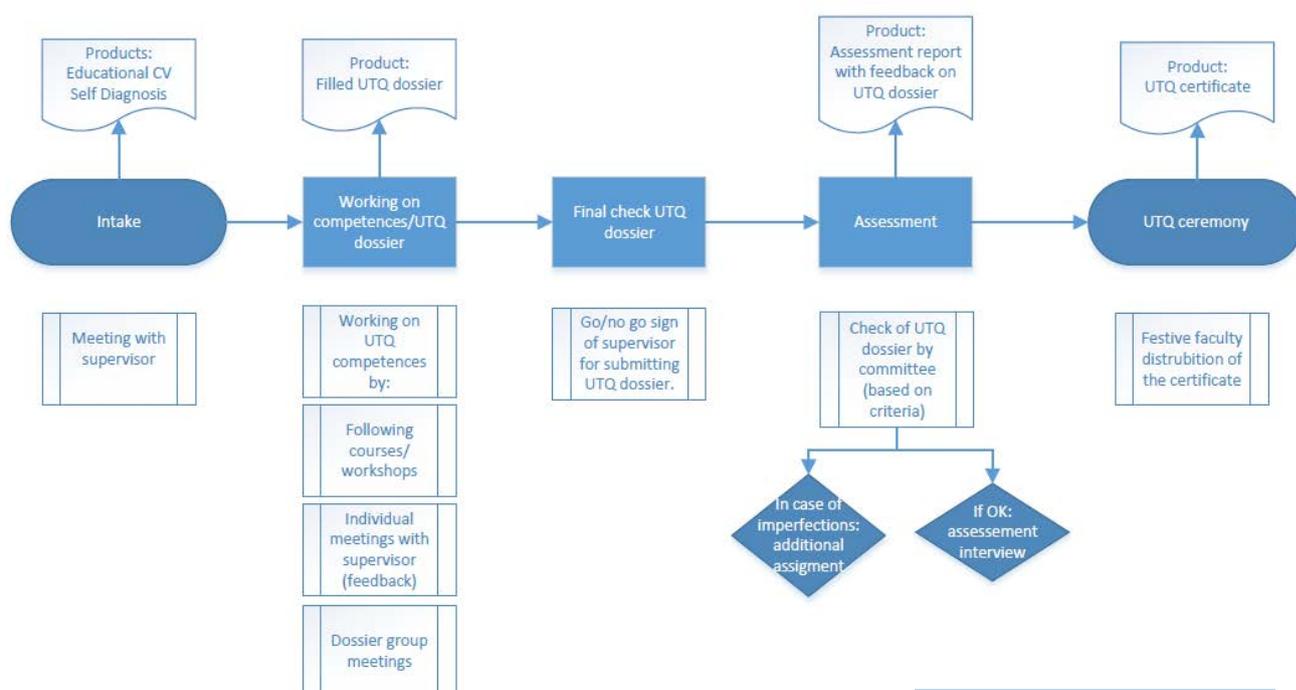


Figure 1 The UTQ process.

## 2. The Intake

The *individual learning route* in UTQ starts with the invitation of the UTQ supervisor for an intake interview.

Before the meeting the participant will be asked to fill out an educational CV and a self-diagnosis (see Intake, [appendix 2](#)). The aim is to acquire insight in the strengths and aspects yet to be developed. Based on these results the supervisor can give advice how to proceed with the development of the competences and the proof of them in the dossier.

During the intake interview the supervisor will explain the most important aspects of the UTQ process and the facilitating options and choices the participants has. These choices are related to the experiences in education and the educational tasks and responsibilities in the faculty of the participant.

At the end of the meeting, the supervisor and the participant will do a *feasibility check* to determine whether participant's education context and tasks are sufficient/appropriate to fulfil the UTQ.

After the meeting, the supervisor will write a report of the meeting with the highlights to be send to the degree programme director after the approval of the participant. The participant draws up a UTQ plan (see, [appendix 3](#)). The UTQ plan will be reviewed by the supervisor and he may give some remarks and tips.

## 3. Facilitating activities

During the track participants have many options and choices to make regarding the UTQ activities to develop and show their competences. The starting point of the UTQ is that you are ultimately self-responsible for your learning process. All activities the participant undertakes are made on a **voluntary** basis.

### 3.1 Supervisor

During the UTQ track the participant is supervised by an [educational consultant of the own faculty](#). The supervision is intended to provide the participant with individual help, support and encouragement, tailored according to needs and wishes, in developing the required competencies. The support may be of a substantial (i.e. didactical) or procedural (help in drawing up a proper timetable, for example) nature.

The use of the supervision possibilities as described below isn't compulsory, but strongly advised. N.B. "the final feedback" is obligatory.

#### **Questions and answers.**

The participant can always contact the supervisor by mail or phone with questions for information and/or clarification.

#### **Feedback on products and input.**

If desired the participant can receive feedback on concept products for the UTQ dossier from his supervisor. This feedback is aimed at the development of the competencies of the participant and improvement of the quality of the products in relation to the assessment criteria.

### ***Individual consultation.***

The supervisor and the participant may meet several times face to face. During these meetings several topics can be addressed, for example the UTQ process, hindrances, products, theme's (e.g., specific learning methods, teaching philosophy). Each participant can have around five individual meetings with the supervisor.

### ***Pedagogical expertise.***

The supervisor can give extra information and literature and can arrange contact with experts on a specific topic.

### ***Context and content expertise***

Since most of the work is done in the work place the participants are advised to talk to peers and faculty staff with in depth knowledge on the disciplinary subjects and with more experience in university teaching in that discipline. Also conversations with programme management can be helpful regarding e.g., organization and rules and regulations and the curriculum.

The participants are advised to ask an experienced UTQ certified colleague teacher to be their mentor with whom they can discuss their teaching in context during the UTQ process. The UTQ supervisor can give advice on this matter.

### ***Dossier group meetings***

The supervisor organizes regularly group meetings with the UTQ participants in the faculty. The general idea of these meetings is that the participants can learn from their peers, by discussing each other's questions and experiences. Sometimes an intervision method is used for this. The group meetings are intended to provide a forum where several pedagogical themes (on request) can be discussed by the group.

In discussing relevant themes, it may be the supervisor who takes the lead, but it may be agreed that one or more of the participants will prepare a subject and act as chair. It could be that one of the participants collects relevant literature about a particular theme in advance of the meeting, presents a summary or puts various statements or questions for discussion to the group.

### ***Peer group meetings***

The dossier group (or some of the group members) may decide to organize extra meetings themselves. Such meetings are strongly recommended. Tips and materials are available. The supervisor will as a rule not be present at these extra meetings.

### ***Final feedback UTQ dossier***

When the participant wants the dossier to be assessed the supervisor will give final feedback. This feedback is mainly focused on quality and completeness of the dossier regarding the following assessment.

### ***Exit meeting***

When the dossier is submitted for assessment the supervisor will invite the participant for an exit meeting in which they both reflect on the UTQ process, the supervision and the future development of the participant.

## 3.2 Courses and workshops

*Following courses and workshops is on a voluntary base and free of charge*

### **UTQ courses**

During the intake meeting or during the work on the dossier it may become apparent that there are some competences for which the participant would like to have extra background and practice in a course with peers. The Centre of Expertise in Learning and Teaching (CELT) offers UTQ courses.

During these courses the participants work on developing the competences. It is recommended to follow (some of) these courses. For each UTQ competence a specific course is offered, see: <https://www.utwente.nl/en/ces/celt/educational-staff-development/course-schedule/>

### **Other courses and workshops**

CELT organizes regularly other courses and workshops which may enrich or deepen your education.

For example “Storytelling: How to make your lesson stick” and “How to design and implement a project”, see: <https://www.utwente.nl/en/ces/celt/educational-staff-development/course-schedule/>

## 3.3 Pressure Cookers / Writing sessions

On request CELT organizes writing sessions for participants during which they work on their dossier in the presence of an educational consultant.

For experienced teachers only CELT organizes pressure cookers in the faculty during which participants work on their UTQ dossier under the guidance of an educational consultant. The participants receive support regarding all their questions on writing new and supporting evidence and selection of relevant materials in order to proof the competences in the UTQ dossier.

See: <https://www.utwente.nl/utq>.

## 3.4 Other possible activities

### **Toolboxes**

The CELT site has toolboxes in which very relevant and helpful literature and tools for filling out the UTQ dossier is included, e.g., on designing education.

- UTQ toolbox: [https://www.utwente.nl/en/ces/celt/toolboxes/staff-development/utq\\_support/](https://www.utwente.nl/en/ces/celt/toolboxes/staff-development/utq_support/)
- CELT toolboxes: <https://www.utwente.nl/en/ces/celt/toolboxes/>

### **Handbooks**

- The recommended handbook for Dutch reading teachers is: Kallenberg A., L. van der Grijpsaarde, A. ter Braak and C. van Horzen (2006). Leren (en) doceren in het Hoger Onderwijs [Learning (and) teaching in Higher Education]. Lemma BV, Utrecht.
- The recommended handbook for English reading teachers is: Fry, H., S. Ketteridge, S. Marshall (Eds) (2009), A Handbook for Teaching and Learning in Higher Education. Enhancing Academic Practice. Third Edition, New York/London: Routledge.
- There are several free online handbooks on teaching and learning in higher education for university teachers.

## 4. The UTQ dossier

At the end of the track the participant has a filled dossier with proof of the 5 competences. At first the participant may be somewhat overwhelmed with all the information and what is asked to deliver in the dossier. The supervisor is always available to clarify all that has to be done.

### 4.1 Introduction

The main purpose of the UTQ track is to properly prepare the teacher for his teaching duties by developing the five UTQ competences. At the end of the track the participant can prove that he has developed these competences adequately enough to teach competently in an academic environment. Therefore each participant has an UTQ dossier in blackboard.

*The UTQ dossier is a folder in which the participant submits products that show he has attained a particular level of competency and in which he describes his development as a teacher on the basis of these products.*

When a dossier is used in this manner, it is not just an instrument to assess competence development; it is also an instrument for development itself. The development of the products in a realistic context provides the practice and experience necessary, the validations give feedback with regard to the actions, and the products and reflections promote conscious management of their professionalization.

### 4.2 General demands for the UTQ dossier

To make sure that the assessors can form a good impression on the qualities of a teacher, the documents in the dossier should meet certain criteria.

#### **Concrete products:**

Materials the participants make, e.g., a design, a video recording, a syllabus, an exam.

- contain an **instruction for the reader** (what can be found where, how should the reader interpret what is shown/written, what is the context of the materials, how does it relate to which assessment criterion)
- are in principle not older than **5 years**

#### **Justifications:** Explanations, arguments and theoretical background for choices made

- give insight in the **cohesion and relationship** between the products in the dossier and between the products and the competencies
- clarify **what** the material consists of, what the candidate's role is (or was) in the material (or the development thereof)
- clarify **why** the material was included, and what the context is of the material (place in the study year/curriculum)
- have a **logical argumentation** for each choice made (including references to pedagogical and educational principles and/or theories)

**Validations:** a written statement of a colleague, student or educational advisor, in which they express their opinion on how well the participant masters a specific competence. The participant can ask a colleague to write a validation, including the topic of the validation (like lecturing, cooperation, etc). Validations:

- address specific questions of the participants
- give concrete information regarding (an element of) a competence of the participant
- make distinction between observable behavior and opinion

**Reflections:** a report in which the participant looks back on what he did, gives it meaning and what he will do in a similar situation in the future and why he chooses to do it that way. Teaching is all about learning, not only of the students, but also of the teachers. Reflections:

- are **personal in the role of teacher**, written from the **I-perspective**.
- describe a **concrete situation and choices made**
- **analyse and define** the situation by using **didactical statements and theories**
- gives **meaning** to the experience with a clear **distinction** between what **went well** and room for improvement, including an **explanation** for this opinion
- explain the **relation** between the circumstances, own behaviour and the results of own behaviour
- give **concrete intentions** how to act in a similar situation in the near future and how to develop that behaviour

Some more explanation on reflection can be found in [appendix 4](#)

### 4.3 Filling out the UTQ dossier

There are two ways to fill out the UTQ dossier:

#### 1. *Put together at the discretion of the participant*

The participant can decide for himself how to prove that all the competencies are developed. He may use existing materials as well as new materials and texts. Leading for filling out the dossier this way are the assessment criteria ([appendix 1](#)) and the general demands ([chapter 4.2](#)).

If the participant chooses this way of filling out the dossier it is advised to look into the manual for assessors: 4TU UTQ dossier committee (available at the [CELT site](#)). This manual will make clear what is expected regarding the content and the quality of the dossier.

In [appendix 5](#) you can find some suggestions for evidences per competence.

#### 2. *Assignments*

The participant may choose to do the assignments that CELT has developed for proving the competences.

Per competence a structured assignment is made that consists of several steps. In principle all the necessary proof has been constructed when the assignment is made. The results should be sufficiently related to the assessment criteria (see [appendix 1](#)) and general demands (see [chapter 4.2](#)). The assignments are described in [appendix 6](#).

Of course a combination of both ways is also possible for filling out the UTQ dossier.

## 4.4 Completing the UTQ dossier

When all the materials are gathered and developed and represented in the UTQ dossier (on blackboard) the assessment procedure starts.

- The participant decides in consultation with his supervisor whether the dossier is ready for assessment. The opinion of the supervisor regarding the quality of the dossier is no guarantee for approval of the assessment committee.
- When the dossier is ready the supervisor notifies the UTQ coordinator, who will start the assessment procedure.

The quality of the proof in the dossier will be assessed by the committee in relation to the required standards. By means of assessment of the dossier ([chapter 5.2](#)) and a final assessment interview ([chapter 5.3](#)) the participant demonstrates to the assessment committee that he meets the criteria of the UTQ competences ([see appendix 1](#)). If it is found to be satisfactory, the participant will be awarded the UTQ certificate. In the next chapter more about the UTQ assessment.

## 5. Assessment of the UTQ

### 5.1 The UTQ assessment procedure

When the UTQ coordinator receives the notification that the dossier is ready for assessment he starts the assessment procedure:

1. The UTQ coordinator organizes an assessment committee. Members are:
  - An independent educational consultant of CELT (chair of committee)
  - The programme director of the participant's education
  - The supervisor: only to be consulted in the assessment process with questions and for feedback on the assessment report. The supervisor gives information regarding the development and commitment of the participant.The members of the assessment committee receive the *manual UTQ assessment, 4TU Dossier committee* (available at the [CELT site](#)).
2. The UTQ coordinator grants the members of the assessment committee access to the participant's digital dossier.
3. The committee reaches consensus if the dossier is of sufficient quality to do the assessment interview or in case of imperfections an additional assignment is requested. This result will be communicated within **five weeks**<sup>4</sup> to the participant.
4. In the assessment interview (within **six weeks**<sup>4</sup> after starting the assessment procedure) the participant will get the opportunity to clarify and elaborate a bit more about specific topics in the dossier and have a discussion on e.g., educational concepts and theories and their meaning in the teaching practice.
5. At the end of the assessment interview it will be determined on the basis of dossier and the interview itself whether the participant meets the UTQ assessment criteria.
  - In the event of a positive assessment the participant will receive the UTQ certificate.
  - In the event of an insufficient assessment the supervisor and the participant will discuss the further approach to the UTQ trajectory to be adopted. Subsequently the participant can within three months re-apply for an assessment.
  - When a participant doesn't agree with the final judgement he can register an objection with the Executive Board. The procedure is described in the 4 TU UTQ regulations (available at the [CELT site](#)). The UTQ coordinator can inform the participant about this procedure.
6. The participant receives the UTQ certificate and the assessment report in a festive meeting in the faculty.

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<sup>4</sup> It is possible the assessment will take more time, the participant will be informed when this is the case.

## 5.2 Assessment of the UTQ Dossier

An assessment of the dossier is not a 'hard' test with points and an absolute score. The validity and the reliability of the dossier assessment are advanced by several issues. These issues and more are ample described in the manual for assessors: 4TU UTQ dossier committee (available at the [CELT site](#)).

The assessment of the UTQ dossier takes place at two levels:

1. The general impression of the dossier;
2. The assessment of the development of the competencies of the candidate.

The committee will first form an initial impression of the content of the dossier and then, with the help of the specific criteria, assess the development of the competencies of the candidate. These two levels are ample described in the manual for assessors: 4TU UTQ dossier committee (available at the [CELT site](#)).

### ***Possible results of the dossier assessment:***

1. All is satisfactory. The assessment interview is for reward and enrichment.
2. Most is satisfactory. The committee gives the participant some point of attention they want to discuss during the assessment interview
3. Some essential elements are not satisfactory. The participant receives an additional assignment to hand in before the interview takes place.
4. Most is not satisfactory. The committee will contact the UTQ coordinator to discuss the follow-up.

## 5.3 The UTQ assessment interview

The quality of the proof will be assessed by a committee in relation to the required standards. By means of the dossier and a final assessment interview the participant demonstrates to the assessment committee that he meets the criteria of the UTQ competences.

If opportune the participant will receive before the interview some topics to discuss in more depth.

Of course the participant may also suggest some topics to discuss.

The interview will take place with the programme director and the independent educational consultant assessor and will take about one hour.

If the total of the dossier and the interview is found to be satisfactory, the participant will be awarded the UTQ certificate. The final assessment has a two point scale: completed and not completed.

## Appendix 1: UTQ competences and assessment criteria

### Competence 1: Designing or redesigning teaching

| <i>The teacher can:</i>   | <i>The dossier shows:</i>  |
|---|--|
| a. Explain how his course <sup>5</sup> is embedded in the curriculum or degree programme as a whole.        | <ul style="list-style-type: none"> <li>▪ An explanation on how the intended learning outcomes of the course contribute to the outcomes or competences of the degree programme.</li> <li>▪ An explanation on how the education connects to ongoing research, or future field of occupation.</li> <li>▪ An explanation on how the education design fulfils the rules, institutional regulations and educational vision of the University or faculty.</li> <li>▪ The level of the intended learning outcomes is appropriate to the place of the course in the programme.</li> </ul>   |
| b. Design teaching based on the principles of 'constructive alignment'.                                     | <ul style="list-style-type: none"> <li>▪ Intended learning outcomes that are specific and measurable.</li> <li>▪ How assignments, modes of instruction and assessments are related to the intended learning outcomes, and demonstrates that the intended learning outcomes are fully covered in a valid and reliable manner.</li> </ul>  |
| c. Design active, effective, and efficient learning methods and learning materials.                         | <ul style="list-style-type: none"> <li>▪ A variation of activating instructional methods and assignments in the course that enable and support the student to reach the desired learning outcomes.</li> <li>▪ An explanation of how the teacher provides guidance for students to give direction to their learning activities.</li> <li>▪ An argued blend of face-to-face teaching and digitally enhanced or online learning</li> </ul>  |
| d. Design his teaching with respect to the specific (curricular) characteristics and needs of the students. | <ul style="list-style-type: none"> <li>▪ An explanation on how the entry level (e.g. prior knowledge, earlier educational experiences) of students is addressed, as well as how the knowledge and interest of the students are taken into account when designing the course.</li> <li>▪ An explanation on how the diversity of backgrounds and the needs (e.g. culture, functional impairment, learning preferences) of the students is taken into account in the course design (e.g. in the modes of instruction, selected study materials/literature, composition of project teams, explicitness of expectations).</li> <li>▪ An explanation on how students are stimulated to develop themselves as independent learners / stimulated to think actively for themselves and develop critical self-reflection.</li> </ul> |
| e. Design his teaching in a practically and logistically feasible (do-able) way.                            | <ul style="list-style-type: none"> <li>▪ The relevant conditions (e.g. EC's, budget, roster, hours, place, location, type of meeting) are taken into account.</li> <li>▪ Both lecturer and student activities (e.g. grading, giving feedback) can be dealt with realistically in the available time.</li> </ul>  |

<sup>5</sup> The term 'course' refers to any substantial and specific part of an educational university programme which the teachers designs or teaches. This could be a course or a module but also a series of educational meetings.

## Competence 2: Teaching and supervising

| <i>The teacher can:</i>   | <i>The dossier shows:</i>  |
|---|--|
| a. Prepare an educational meeting.                                | <ul style="list-style-type: none"> <li>▪ A lesson plan, containing:               <ul style="list-style-type: none"> <li>– Specific intended learning outcomes for the meeting</li> <li>– The context of the meeting (course / module / series of meetings)</li> <li>– An overview for the meeting, including: subjects, lecturer activities, student activities</li> </ul> </li> <li>▪ Materials for the meeting (e.g. exercises, slides, manual etc.)</li> <li>▪ Justification of the lesson plan.</li> </ul>  |
| b. Conduct an educational meeting and reflect on his performance. | <ul style="list-style-type: none"> <li>▪ An explicit performance of an educational meeting, by video or report of a live observation, which demonstrates:               <ul style="list-style-type: none"> <li>– A clear explanation of the purpose and relevance of the teaching session to students.</li> <li>– A clear explanation of the subject matter and/or instructions towards students.</li> <li>– Real interaction with students in order to stimulate the learning process</li> <li>– A good and stimulating atmosphere</li> <li>– Skillful use of technical aids</li> </ul> </li> <li>▪ A thorough reflection of the performance with points for improvement.</li> </ul>  |
| c. Supervise students, individually and in groups.                | <p>That the lecturer:</p> <ul style="list-style-type: none"> <li>▪ Has a vision and method for supervision of students over a period of time, including essential milestones.</li> <li>▪ Has investigated objectives and needs of students, and is capable of using different and appropriate supervision styles, catered to the situation and the student's needs, as well as referring students to professionals within the organization if necessary.</li> <li>▪ Gives effective student feedback in meetings with individuals or groups of students.</li> <li>▪ Demonstrates behavior that supports the group process.</li> <li>▪ Enhances initiative, independence and autonomy of students and knows how to stimulate this.</li> <li>▪ Supports students in their development of academic skills.</li> </ul> |

### Competence 3: Assessment

| <i>The teacher can:</i>  | <i>The dossier shows:</i>   |
|--|---|
| a. Design and implement the assessment of student development and learning outcomes. | <ul style="list-style-type: none"> <li>▪ How students' progress is assessed regularly and how students receive feedback on their performance.</li> <li>▪ An assessment matrix which shows congruence between intended learning outcomes, assessment methods and test elements, plus the weighting of each sub-part.</li> <li>▪ An explanation of how the assessment methods meet the quality criteria: validity, reliability, transparency, usability/practicability and positive impact on student learning.</li> <li>▪ An example of an assessment and its corresponding answer model.</li> <li>▪ An explanation how the assessment fits within the assessment policy of the university or faculty (regarding OER, rules &amp; regulations of examination board etc.).</li> </ul> |
| b. Analyze the assessment results and draw conclusions.                              | <ul style="list-style-type: none"> <li>▪ Psychometric or any other type of valid quality analysis of the assessment (including e.g. item analysis, reliability of the assessment, relevance of the criteria that determine whether the intended learning outcomes have been achieved).</li> <li>▪ An explanation on the choice of method used to determine the cut-off point and the grading of the work.</li> </ul>  |

### Competence 4: Evaluating teaching

| <i>The teacher can:</i>   | <i>The dossier shows:</i>   |
|---|---|
| a. Conduct an evaluation and collect information (data) purposefully to improve his teaching. | <ul style="list-style-type: none"> <li>▪ The purpose of the evaluation relevant to the teaching situation. The evaluation approach (methods, sources and meaningful evaluation questions /criteria) and justification for the choices made within the context.</li> <li>▪ Evaluation results from students and from other sources (e.g. assessment results, colleagues).</li> </ul> |
| b. Analyze evaluation results, draw conclusions, and pinpoint areas for improvement.          | <ul style="list-style-type: none"> <li>▪ Conclusions about the quality of the course's educational design, teaching and assessment.</li> <li>▪ Concrete recommendations and intended actions to improve the course's educational design, teaching and assessment</li> <li>▪ How previous evaluation results have been used in the (re)design of the course.</li> </ul>              |

## Competence 5: Professionalization

| <i>The teacher can:</i>   | <i>The dossier shows:</i>  |
|---|--|
| a. Formulate his own vision on teaching and student learning.                               | <ul style="list-style-type: none"> <li>▪ A coherent vision on learning and teaching that is supported with references to literature and/or descriptions of experiences that have influenced this vision.</li> <li>▪ Examples which illustrate how his educational vision influences his teaching.</li> </ul>   |
| b. Manage his work as a teacher and can collaborate in a teaching team.                     | <ul style="list-style-type: none"> <li>▪ Examples that show the role of the teacher in teamwork (e.g. role/tasks, constructive contributions to team work, managing student assistants, etc.).</li> <li>▪ An indication of the relevant committees and boards the teacher should inform when designing/teaching a course.</li> <li>▪ Description of how the lecturer balances different professional roles (e.g. different teaching roles or the roles of teacher versus researcher).</li> </ul> |
| c. Reflect on his work as a teacher and on his future professional development in teaching. | <ul style="list-style-type: none"> <li>▪ Reflection on personal strengths, weaknesses and development in relation to all 5 UTQ competences.</li> <li>▪ Specific plans for further professional development as a teacher.</li> </ul>  |

## Appendix 2: Educational CV and Self-diagnosis

In order to facilitate your process for achieving the UTQ we ask you to fill out this self-diagnose instrument. The aim is to acquire insight in your strengths and aspects yet to be developed. Based on the results you and your supervisor can determine how to proceed with the development of your competences and the proof of them in your dossier.

When some terms are unfamiliar you may ask your UTQ supervisor for an explanation or leave them open for the moment.

### Educational CV

#### *General information*

| 1. Personal information                                   |  |
|---|--|
| Name (Surname + initials + title),                        |  |
| Faculty and department                                    |  |
| Extent of your appointment at the university? (in fte)    |  |
| Extent of educational tasks (in fte)                      |  |
| Number of years teacher in higher education               |  |
| Bachelor/Masters programmes, you teach in                 |  |
| Degree programme you do most of your educational work for |  |
| Other teaching experiences and comments:                  |  |

| 2. Courses and/or workshops concerning education that you have taken yourself |                                 |            |      |
|---|---------------------------------|------------|------|
| Course name   | Educational institution/Company | Study load | Year |
|   |                                 |            |      |
|   |                                 |            |      |
|   |                                 |            |      |
|   |                                 |            |      |
|   |                                 |            |      |
|   |                                 |            |      |
|   |                                 |            |      |
|   |                                 |            |      |

## Experiences in teaching

| 1. Level of experience with educational tasks   | Low        | Intermediate | High       |
|---|------------|--------------|------------|
| Execution + direct preparation of education     | < 10 times | 10-20 times  | > 20 times |
| (Re)design of education (course/subject/module) | < 3 times  | 3-6 times    | > 6 times  |
| Coordination- and/or policy- oriented tasks     | never      | 1-3 tasks    | > 3 tasks  |

| 2. Teaching methods you have experience with or expect to use in the nearby future              | (Almost) never<br>< 5 times | Sometimes<br>5 – 15 times | Often<br>> 15 times | Near Future<br>Yes/no |
|---|-----------------------------|---------------------------|---------------------|-----------------------|
| Lectures/educational meetings   |                             |                           |                     |                       |
| Activating methods during lectures  |                             |                           |                     |                       |
| International classroom during lectures   |                             |                           |                     |                       |
| Lectures for > 100 students   |                             |                           |                     |                       |
| Supervising students working in small groups on small assignments (tutorials and/or practicals) |                             |                           |                     |                       |
| Supervising students working in Project groups on big assignments                               |                             |                           |                     |                       |
| Supervising individual students working on final assignments (Masters students/PhD students)    |                             |                           |                     |                       |
| Electronic learning environments  |                             |                           |                     |                       |
| Others: ...   |                             |                           |                     |                       |

| 3. University teaching: Subjects you are/were responsible for as a teacher/Module coordinator: |                              |                               |                         |                           |
|--|------------------------------|-------------------------------|-------------------------|---------------------------|
|  | Course name (in Module name) | Teaching methods <sup>6</sup> | Study load<br>Hrs/ EC's | Degree programme and year |
| 1  |                              |                               |                         |                           |
| 2  |                              |                               |                         |                           |
| 3  |                              |                               |                         |                           |
| 4  |                              |                               |                         |                           |
| 5  |                              |                               |                         |                           |
| 6  |                              |                               |                         |                           |

| 4. Other relevant experiences |
|-------------------------------|
|                               |

<sup>6</sup> See question 2

## Self-diagnosis

### How do you rank your *knowledge/skills*?

**Important:** Rank all the items of the checklist. The rankings have the following meaning:

1. no knowledge/skills at all; *you feel unprepared and are often uncertain;*
2. some knowledge/skills; *you act mainly on intuition and you are comfortable in routine but have little or no flexibility in new or unexpected situations;*
3. knowledge/skills is good; *you are confident, flexible in new/unexpected situations and can make and justify choices (partly) based on theoretical principles;*
- n. not applicable.

| Competence 1: Designing or redesigning education, you can:  | 1 | 2 | 3 | n |
|---|---|---|---|---|
| f. Explain how his <sup>7</sup> course <sup>8</sup> is embedded in the curriculum or degree program as a whole. |   |   |   |   |
| g. Design education based on the principles of 'constructive alignment'.  |   |   |   |   |
| h. Design active, effective, and efficient learning methods and learning materials.                             |   |   |   |   |
| i. Design his education with respect to the specific (curricular) characteristics and needs of the students.    |   |   |   |   |
| j. Design his education in a practically and logistically feasible (do-able) way.                               |   |   |   |   |
| Comments:   |   |   |   |   |

| Competence 2: Teaching and supervising, you can:                  | 1 | 2 | 3 | n |
|---|---|---|---|---|
| d. Prepare an educational meeting.                                |   |   |   |   |
| e. Conduct an educational meeting and reflect on his performance. |   |   |   |   |
| f. Supervise students, individually and/or in groups.             |   |   |   |   |
| Comments:   |   |   |   |   |

| Competence 3: Assessment, you can:   | 1 | 2 | 3 | n |
|--|---|---|---|---|
| c. Design and implement the assessment of student development and learning outcomes. |   |   |   |   |
| d. Analyze the assessment results and draw conclusions.                              |   |   |   |   |
| Comments:  |   |   |   |   |

<sup>7</sup> "He/his" can also be read as "she/her".

<sup>8</sup> The term 'course' refers to any substantial and specific part of an educational university program which the teachers designs or teaches. This could be a course or a module but also a series of educational meetings.

| <b>Competence 4: Evaluating teaching, you can:</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>N</b> |
|---|----------|----------|----------|----------|
| c. Conduct an evaluation and collect information (data) purposefully to improve his teaching. |          |          |          |          |
| d. Analyse evaluation results, draw conclusions and pinpoint areas for improvement.           |          |          |          |          |
| Comments:   |          |          |          |          |

| <b>Competence 5: Professionalization, you can:</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>n</b> |
|---|----------|----------|----------|----------|
| d. Formulate his own vision on education and student learning.                              |          |          |          |          |
| e. Manage his education and can collaborate in a teaching team.                             |          |          |          |          |
| f. Reflect on his work as a teacher and on his future professional development in teaching. |          |          |          |          |
| Comments:   |          |          |          |          |

| <b>Other relevant knowledge and skills</b>   |
|--|
| <ul style="list-style-type: none"> <li>○</li> <li>○</li> <li>○</li> <li>○</li> </ul> |

## Appendix 3: UTQ Plan

You are going to write a short learning plan based on the previous Educational CV (1) and Self Diagnosis (2) and your own insights and focus. For this you can answer the following questions:

1. What attracts you in educational tasks and your role as a teacher?
2. What is according to you less appealing in educational tasks and your role as teacher?
3. What are your strengths and weaknesses you have regarding your role as teacher?
4. What are your learning questions/needs you want to address during the UTQ?
5. What is your (preliminary) vision on Teaching and Learning?  
*During the UTQ you will get ample input and suggestions to further elaborate, make adjustments and enrich this vision and at the end you will have a consistent teaching philosophy statement<sup>9</sup>.*
6. What is your general planning for the UTQ activities? You may want to use a schedule like the one below.

| <b>Period</b><br>(months) | <b>Actions</b><br>(e.g., executing education, following courses, writing for evidence in dossier) | <b>Results</b><br>(e.g., lesson on video, knowledge and skills for competence, course design) |
|---------------------------|---|---|
|                           |   |   |
|                           |   |   |
|                           |   |   |
|                           |   |   |
|                           |   |   |

Send your UTQ plan to your UTQ supervisor. He/she will read your plan and may give some tips.

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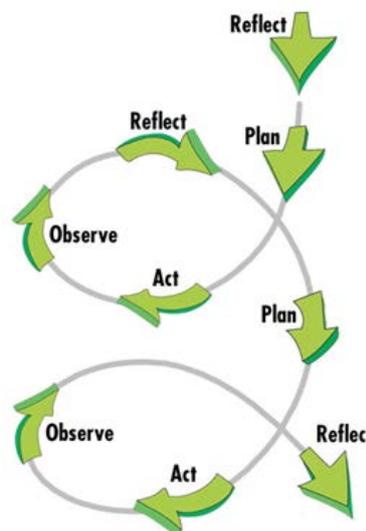
<sup>9</sup> A teaching philosophy is a self-reflective statement of your beliefs about teaching and learning. It should also discuss how you put your beliefs into practice by including concrete examples of what you do or anticipate doing in the classroom.

## Appendix 4: Reflection and Vision (Competence 5)

### Reflection

Reflection means that you look into the mirror to become well aware of how you operate, which choices you make, which skills you use and how that feels. After realising this, you can form an opinion about the result of your actions: is it in accordance with your original goal and what do you think about the results? As a final step you can state intentions about what you are going to do (different) in the future. Very often this looking back on your actions and the result of that action, leads to different actions in the future. Reflection is thus, in a way, a means to overcome the next pitfall:

*“If you always do what you have always done, you will always get what you always got<sup>10</sup>”.*



There are several methods for reflection. In this appendix the circle of Korthagen, the STARL method and the line reflection of Procee are described.

### The circle of Korthagen

Reflection can be done according to the reflection circle of Korthagen (Korthagen, 1982, 1992).

1. The first phase is **action**, doing something concrete. With this we mean intentional action: first think about what you want to achieve, and then think about alternative actions, followed by a choice for one alternative.
2. The second phase is **looking back**. In this phase you describe what you said and/or did, as concrete as possible. Furthermore, you give the results of your actions, which in most cases is the action of other people. You then describe how you responded to this reaction.
3. The third phase is **realisation**: think about why you said/did what you said/did, what is the relation between the students' reactions and what I did (both before as well as after the students' reactions). If possible this phase gives an explanation of the reactions between you as a teacher and the students.
4. The fourth phase is **developing alternatives**. You think about alternative ways of responding in the same situation, including a possible reaction by the students. Like: "if I would do this, then what could happen?" From these alternatives you chose the best option and write it down as specific as possible.
5. The fifth phase is the **actual execution** of this chosen alternative, which is in fact phase 1 of the next cycle.

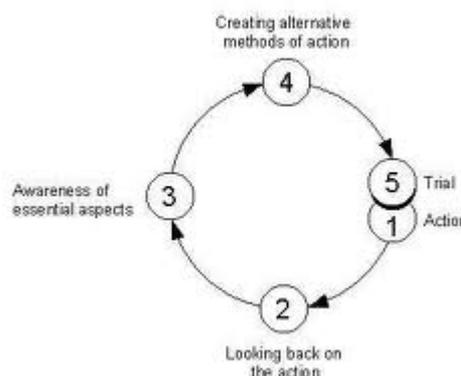


Figure 1: Reflection Circle by Korthagen<sup>11</sup>

<sup>10</sup> From: *Leren en doceren in het hoger onderwijs*, H16 reflecteren op onderwijs, (Kallenberg e.a., 2009)

<sup>11</sup> <http://cockroachesladybugs.blogspot.nl/2011/11/reflective-practice-in-primary.html>

## The STARL method

An other method for reflection is the STARL method. This description comes from Queensland, University of Technology.<sup>12</sup> CELT has written the examples.

This formula helps you structure your reflections on experiences:

- 1. Situation:** Situation is where you had the experience. Describe the environment, the type of people or equipment you worked with. This gives the reader the background information and puts the experience into context.  
*E.g., Designing a Master course.*  
*E.g., Giving feedback to a student.*
- 2. Task:** The task is what was required of you. When addressing a task, it may be that the project itself, a presentation you had to deliver, a problems that arose in a project such as personal differences  
*E.g., Design and develop an exam with the course.*  
*E.g., Inform the student about the bad result of an exam.*
- 3. Action:** When addressing action, think about what you did to resolve the problem or perform the task. Ask yourself, what did I actually do?  
*E.g., I looked at theory about test construction and followed the relevant steps.*  
*E.g., I thought of convincing arguments why the students test results didn't meet the standards*
- 4. Result/Reflect:** Think about how your actions affected the outcome of the situation and the status of the task. How do you know what you did made a difference (or not)? Or the focus may be ore on reflecting on what you have seen or done Reflect on the experience to identify what has happened, what you have realised or what needs further investigation or thought.  
*E.g., If I hadn't looked into the literature my exam would not meet the quality criteria for good examination. The students told me it was a fair test. In the future I will deal the same way with all my exams.*  
*E.g., The student was not convinced and kept questioning al the items. By giving detailed arguments I gave opening for discussion. I have to look further into this problems o see how such feedback can be given and received more satisfactory and effectively.*
- 5. Learning/Planning:** Highlight the skills that came out of the process and how they can be applied elsewhere. This will show your growth and development as well as the skills you possess. Or the focus may be more on your planning E.g. You may plan to explore a topic further; develop further skills by undertaking targeted activities or by studying a particular course or unit.  
*E.g., The constructive alignment theory and the use of assessment plans and – matrices gives a solid base for construction of quality tests.*  
*E.g.: Giving bad news is not only about a rational well argumented message. I have to keep in mind what it means for the receiver (consequences and emotions) and will look into methods and talk to colleagues about this subject.*

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<sup>12</sup> (Queensland University of Technology. (2011). *The STARL-P framework for reflection*. Brisbane, Qld).

## Line reflection by Procee

For a completely different, more philosophical approach of reflection: Henk Procee has written a very interesting article: "Reflection, a Kantian epistemology"<sup>13</sup>. The following method is a summary and translation of the text concerning the line reflection in his Dutch article<sup>14</sup>. The line reflection is a very helpful method for finding out or getting more focus on the quality awareness of roles or products in professional practice. For those interested in this kind of approach of reflection: Henk Procee also describes methods of dot reflection, triangle reflection and circle reflection.

**Phase 1:** preparation for the reflection, standards or quality criteria

1. Choose a role (for example, that of a teacher);
2. Make a distinction within that role, actor, process and product;
3. Consider standards that apply and are appropriate to each of these three; starting with questions like: "What are your characteristics of a good ....?" Or "When are you satisfied with ....? Different teachers will name different standards, you may want to create or discuss the standards with colleagues.

**Example step 1, 2 and 3:**

| Actor: Teacher/tutor   | Process (in the classroom)  | Product: effect on students   |
|--|---|---|
| Is a good listener<br>Explains very well<br>Is creative<br>Motivates<br>Differentiates | Calm in the classroom<br>Variation in instructional methods<br>Everybody is working<br>Hands-on assignments<br>Collaboration between students<br>Adaptive | Feel respected<br>Understand the content<br>Are enthusiastic about the subject<br>Keep their attention to the subject |

Sometimes elements of the schedule are contradictory. For example, the standard 'calm in the class' can be contrary to 'hands-on exercises'. It therefore provides a versatility of standards and provides the basis for a good discussion. As preparation for the reflection formulating a row of standards in each column is, in principle, sufficient. Consistency between columns can be optimized in a later moment.

4. Select a standard that you think you can learn a lot of and operationalize it further; (for example, a good teacher differentiates. Specify in what circumstances you are satisfied concerning this standard. When should a teacher differentiate? In what manner can he differentiate? On what levels can he differentiate? etc. This can be done with common sense, professional insights and literature.

**Phase 2:** the reflection itself, quality judgment on the activities and/or the standards

5. Compare your own experiences with the operationalized standards; Look back at your experiences and make a judgement. Take care to include a critical judgement on your standards as well.

**Phase 3:** consequences are connected to the reflection, in the sense of adjusting acts or standards. Record learning points that are remarkable in terms of action alternatives or adjustments of the standards.

<sup>13</sup> (<http://www.henkprocee.nl/wp-content/themes/motheme/images/boeken/Reflection%20in%20education.pdf>)

<sup>14</sup> Henk Procee & Irene Visscher Voerman. (2004). *Reflecteren in het onderwijs: een kleine systematiek*. VELON Magazine for Teacher Training Jrg 25 (3) 2004

## Vision: Teaching Philosophy

On internet are lots of examples, templates and instructions concerning writing a teaching philosophy. There are many way's how to create a vision and many levels on which it can be described.

### What is a teaching philosophy? It is a:

- “a self reflective statement of your values and beliefs about teaching and learning. It should also discuss how you put your beliefs into practice by including concrete examples of what you do or anticipate doing in the classroom<sup>15</sup>.”
- “narrative that includes your conception of teaching and learning , a description of how you teach, justification for why you teach that way. The statement can demonstrate that you have been reflective and purposeful about your teaching, communicate your goals as an instructor and your corresponding actions in the classroom, provide an opportunity to point to and tie together the other sections of your portfolio<sup>16</sup>.”

### What is the purpose of the vision in the UTQ portfolio?

By concisely gathering your beliefs about learning and teaching you can articulate them to your students and colleagues. By being aware of your beliefs and values it gives more direction to your educational actions and keeps them congruent with each other and your vision.

### What guidelines are there for writing a teaching philosophy?

- It is written in the first person: it is a personal statement
- Take several aspects into account, e.g., the influence of peer groups, student psychology, teacher attitude, experience, organization, etc.
- Give the readers an image of you as a teacher, use illustrative examples and when opportune you can use metaphors
- Make a first draft in which you think about (some of) the following topics:
  - What do you mean by learning? How do people learn?
  - What is your concept of teaching? How is that learning facilitated?
  - What does a perfect teaching situation look like?
  - What is your role / task as a teacher?
  - What is the role of the student?
  - What goals do you want to achieve?
  - What methods will you use? How are your values and beliefs realized in classroom situations? What do you do to implement these ideas about teaching and learning in the classroom?
  - How do you know your methods are working? Do your students meet the goals?
  - How does your vision relate to the disciplinary and educational context of your teaching?
  - What is the role of (pedagogical) theory in your vision and choices
  - What are your future goals for growth as a teacher?
- Discuss your vision with others and make a structured consistent final version

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<sup>15</sup> <https://cei.umn.edu/support-services/tutorials/writing-teaching-philosophy>

<sup>16</sup> <https://ucatsu.osu.edu/professional-development/teaching-portfolio/philosophy/>

## Appendix 5: Examples of items of evidence:

If you choose to fill out the dossier as you see fit ([see chapter 4.3](#)) below, a few *examples* of products you may include in your dossier are listed to put you on the way.

Note: this is **not** a simple checklist which assures the completeness of the UTQ dossier. The examples below are meant for inspiration.

### Competence 1: Designing or redesigning education

- Course design and its curricular context (target group, end terms/ learning objectives, entry level, pre courses, etc.)
- Description of relationship between end terms and the intended learning outcomes of this course
- Examples of activating methods and course materials (e.g. assignments, slides, manual)

### Competence 2: Teaching and supervising

- A lesson plan
- Video recording or observation report of an educational meeting
- Reflection on the video recording or observation report
- Feedback of students on the supervisory skills

### Competence 3: Assessment

- An assessment matrix of own course/education program
- Analysis of the assessment results
- The test and the answering model

### Competence 4: Evaluating teaching

- Evaluation plan including:
  - Method of data collection from various sources
  - Justification of the methods
- Evaluation results and improvement plan

### Competence 5: Professionalization

- Feedback from colleagues on the participant's collaboration in a teaching team
- A reflection report on all UTQ competences
- Own vision on teaching and learning: elaboration of the way in which pedagogic knowledge is applied to your own teaching
- List of intentions with respect to your own professional development

## Appendix 6: UTQ dossier assignments

Each competence has an assignment. If you carry out this assignment well, you have proved the competence and met the assessment criteria and general demands.

However, these assignments are not obligatory: you may choose to prove your competencies by doing the assignments or you may prove them in any way you feel is appropriate ([see chapter 4.3](#)).

The given number of pages and hours necessary per assignment are only an indication.

The total of hours is approximately half of the hours that the UTQ asks of a starting university teacher. Part of these hours are integrated in the educational tasks of the participant, e.g., executing a meeting with students, developing an exam.

## 6.1 Assignment Competence 1: Designing or redesigning education



*The design of education is the basis of all teaching and organized learning. Without a design teaching is random and not aimed at learning. “Teaching is the process of attending to people’s learning needs, experiences and feelings, and making specific interventions to help them learn particular things”<sup>17</sup>.*

| <b>The teacher can:</b>   | <b>The dossier shows:</b>  |
|---|--|
| a. Explain how his course <sup>18</sup> is embedded in the curriculum or degree programme as a whole.       | An explanation on how the intended learning outcomes of the course contribute to the outcomes or competences of the degree programme.<br>An explanation on how the education connects to ongoing research, or future field of occupation.<br>An explanation on how the education design fulfils the rules, institutional regulations and educational vision of the University or faculty.<br>The level of the intended learning outcomes is appropriate to the place of the course in the programme.   |
| b. Design teaching based on the principles of ‘constructive alignment’.                                     | Intended learning outcomes that are specific and measurable.<br>How assignments, modes of instruction and assessments are related to the intended learning outcomes, and demonstrates that the intended learning outcomes are fully covered in a valid and reliable manner.  |
| c. Design active, effective, and efficient learning methods and learning materials.                         | A variation of activating instructional methods and assignments in the course that enable and support the student to reach the desired learning outcomes.<br>An explanation of how the teacher provides guidance for students to give direction to their learning activities.<br>An argued blend of face-to-face teaching and digitally enhanced or online learning  |
| d. Design his teaching with respect to the specific (curricular) characteristics and needs of the students. | An explanation on how the entry level (e.g. prior knowledge, earlier educational experiences) of students is addressed, as well as how the knowledge and interest of the students are taken into account when designing the course.<br>An explanation on how the diversity of backgrounds and the needs (e.g. culture, functional impairment, learning preferences) of the students is taken into account in the course design (e.g. in the modes of instruction, selected study materials/literature, composition of project teams, explicitness of expectations).<br>An explanation on how students are stimulated to develop themselves as independent learners / stimulated to think actively for themselves and develop critical self-reflection. |
| e. Design his teaching in a practically and logistically feasible (do-able) way.                            | The relevant conditions (e.g. EC’s, budget, roster, hours, place, location, type of meeting) are taken into account.<br>Both lecturer and student activities (e.g. grading, giving feedback) can be dealt with realistically in the available time.  |

<sup>17</sup><http://infed.org/mobi/what-is-teaching/>

<sup>18</sup> The term ‘course’ refers to any substantial and specific part of an educational university program which the teachers designs or teaches. This could be a course or a module but also a series of educational meetings.

*Educational design involves at least two processes: a systematic design methodology and the creative process.* This makes designing an iterative process where the teacher continually looks back and forward, at the results and the consistency between the design products, and if necessary makes adjustments to them. In the assignment the systematic educational design methodology of the ADDIE-model is used. In this assignment you will focus on the first three stages of the ADDIE model. Implementation will be covered in competence 2 and evaluation will be covered in competence 4. However, during the total design process you will consider implementation and evaluation, e.g., determine quality criteria.

## Activity steps: Designing or redesigning education

Activity 1, competence 1: designing education

Activity 2, competence 1: Justification and Reflection

See the toolboxes for inspiration and theoretical background for this subject.

<https://www.utwente.nl/en/ces/celt/toolboxes/educational-design/>

and [https://www.utwente.nl/en/ces/celt/toolboxes/staff-development/utq\\_support/](https://www.utwente.nl/en/ces/celt/toolboxes/staff-development/utq_support/) and

<https://www.utwente.nl/en/ces/celt/toolboxes/teaching-and-supervising/>

### **Activity 1: Analyse – Design - Develop**

*For this assignment you need to choose an existing educational unit<sup>19</sup> with 6 or more (online) meetings, in which you are the responsible teacher.*

#### **Step 1: Analysis of the context / start situation**

- Describe the time elements: EC's, teacher hours, contact time
- Describe the resources: budget, rooms, equipment, etc.
- Describe other relevant conditions: Student Assistants commitment, including teachers, etc.
- Explain the relevance of the content of the unit in regard of ongoing research or future field of occupation.
- Describe to which competencies of the degree programme your design should contribute
- Describe the place of the unit in the curriculum (phase, previous and following units)
- Describe the audience and student features and student diversity
- Describe how diversity in entry level (e.g. prior knowledge, earlier educational experiences) of students is addressed, as well as how the knowledge and interest of the students are taken into account when designing the course.
- Describe the learning themes to which the unit should contribute (e.g., academic skills)
- Describe the organization form in which the unit will be executed ( Organization form like modules, PBL, have influence on planning, teaching methods, testing method)

#### **Step 2: Design (blueprint)**

- Analyse the content of the unit and determine the distribution of the content subjects over time, (planning).  
Formulate the learning objectives that students should achieve.  
Relate the learning objectives to the competencies of the degree programme
- Describe in general how you will measure whether learning objectives have been achieved. (assessment plan). This will be covered in more detail in competence 3.

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<sup>19</sup> The following educational types are suitable for this assignment: Traditional face to face campus course, TOM module, Blended course, Online course (e-learning)

- Choose the forms of the meetings you will use (lectures, tutorials, project work, self-study, etc.) based on the learning objectives (e.g., practical for application) and make a blueprint of the unit: weeks / forms (see 4) / hours / subjects / learning objectives.
- Show that both lecturer (e.g. lecturing, grading, giving feedback) and student activities (meetings and self-study) can be dealt with realistically in the available time.

### **Step 3: Development**

- Select the study materials for the students (e.g., book, syllabus).
- Determine the suitability of the materials and reparations if necessary
- Describe **one or two meetings** in more detail.
  - Describe the teaching / learning methods you will use (e.g., a PowerPoint handout, a demonstration, role playing, a class experiment, a group assignment)
  - Describe the learning materials you are going to give the students (e.g., assignment, quiz,)
  - Develop the teaching materials you will use (e.g., PowerPoint, video, demonstration)
- Check your design to see if the findings in the analysis and all the elements of your design are still consistent and do not conflict. It may have gone out of sync because of the creative and iterative nature of the design process.

### **Activity 2: Justification and Reflection**

- Explain how the diversity of backgrounds of the students is taken into account in the unit design (e.g., in the teaching and learning methods, selected study materials/literature, composition of project teams, explicitness of expectations).
- Explain how students are stimulated to develop themselves as independent learners / stimulated to think actively for themselves.
- Explain how constructive alignment is taken into account and guaranteed.
- Explain how the design of the education fulfils the rules, institutional regulations and educational vision of the University or faculty.
- Reflect on the design process and your use of tools, models, concepts, theory: What have you experienced, what went well, what was troublesome, lessons for the future.
- Reflect on the design product. How do you value your design? Please explain. What are specific questions you want to ask in the evaluation?

**Total size:** 4 to 8 pages and supplements e.g. an assignment, syllabus, slides, link to Blackboard site.

**Total time:** Approximately 60 hrs.

## 6.2 Assignment Competence 2: Teaching and supervising



*The core of being a teacher is the real interaction with your students in teaching and supervising. A decent and systematic preparation helps you to focus on the learning of students, in which activation and motivation play an important role...*

| <b>The teacher can:</b>   | <b>The dossier shows:</b>  |
|---|--|
| a. Prepare an educational meeting.                                | <ul style="list-style-type: none"> <li>▪ A lesson plan, containing:               <ul style="list-style-type: none"> <li>– Specific intended learning outcomes for the meeting</li> <li>– The context of the meeting (course / module / series of meetings)</li> <li>– An overview for the meeting, including: subjects, lecturer activities, student activities</li> </ul> </li> <li>▪ Materials for the meeting (e.g. exercises, slides, manual etc.)</li> <li>▪ Justification of the lesson plan.</li> </ul>  |
| b. Conduct an educational meeting and reflect on his performance. | <ul style="list-style-type: none"> <li>▪ An explicit performance of an educational meeting, by video or report of a live observation, which demonstrates:               <ul style="list-style-type: none"> <li>– A clear explanation of the purpose and relevance of the teaching session to students.</li> <li>– A clear explanation of the subject matter and/or instructions towards students.</li> <li>– Real interaction with students in order to stimulate the learning process</li> <li>– A good and stimulating atmosphere</li> <li>– Skillful use of technical aids</li> </ul> </li> <li>▪ A thorough reflection of the performance with points for improvement.</li> </ul>  |
| c. Supervise students, individually and in groups.                | <p>That the lecturer:</p> <ul style="list-style-type: none"> <li>▪ Has a vision and method for supervision of students over a period of time, including essential milestones.</li> <li>▪ Has investigated objectives and needs of students, and is capable of using different and appropriate supervision styles, catered to the situation and the student's needs, as well as referring students to professionals within the organization if necessary.</li> <li>▪ Gives effective student feedback in meetings with individuals or groups of students.</li> <li>▪ Demonstrates behavior that supports the group process.</li> <li>▪ Enhances initiative, independence and autonomy of students and knows how to stimulate this.</li> <li>▪ Supports students in their development of academic skills.</li> </ul> |

## Activity steps: Teaching and Supervising

Activity 1, competence 2a and 2b: Prepare and conduct an educational meeting

Activity 2, competence 2c: Supervise students

See the toolbox for inspiration and theoretical background for this subject.

<https://www.utwente.nl/en/ces/celt/toolboxes/teaching-and-supervising/> and [https://www.utwente.nl/en/ces/celt/toolboxes/staff-development/utq\\_support/](https://www.utwente.nl/en/ces/celt/toolboxes/staff-development/utq_support/)

### **Activity 1: Prepare and conduct an educational meeting**

#### **Step 0: Practice beforehand!**

It is recommended to ask your supervisor (or maybe your senior colleague) to observe your educational meeting *at least* one time (but preferable more often) for feedback, before you fulfil this assignment for the UTQ dossier.

#### **Step 1: Develop a plan for an educational meeting.**

- Select one specific education meeting you are responsible for and enclose a short description of its context (e.g., the course concerned, students' discipline, background, prior knowledge, the preparation you expect from your students).
- Make [a lesson plan](#), a detailed time table, for this specific meeting. See for an example of a lesson plan the format at the end of this assignment. In this lesson plan you should at least include:
  - the learning objectives of the educational meeting
  - the context of the meeting (course/module/series of meetings)
  - a time schedule of the activities during the meeting
  - teacher and student activity and their purpose
- Make the plan transferable; e.g., 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.

#### **Step 2: Justify your plan; argue the design choices.**

- Explain how the chosen instructional methods are related to the learning objectives.
- Explain in what way these methods stimulate student learning-/ student activity.

#### **Step 3: Implementing an educational meeting**

- You have 2 options to accomplish this activity, option A or option B:

##### ***Option A: Educational meeting assessment with an educational specialist***

- Ask your UTQ supervisor to arrange the assessment of your educational meeting.
- As a preparation we advise to check the [reflection format](#) of the educational meeting beforehand.
- After the educational meeting you reflect on: how did you do, what went well, what can be improved? You may use the assessment form for the educational meeting assessment.
- Evaluate the meeting with the assessor, including his/her assessment form and your own reflection.
- Reflect on the assessment and feedback of the assessor: do you recognize this feedback, do you agree with the received feedback and what are your intentions for future meeting(s)?
- Add all these documents (plan of the educational meeting, assessment form, your reflection) into your UTQ dossier.

### **Option B: Video assessment with an educational specialist**

- As a preparation we advise to check the [reflection format](#) of the educational meeting beforehand.
- Make a video recording of the whole educational meeting. In the recording you show how you interact with students, use different instructional methods, teaching materials and how you make use of technical tools. Preferably the video shows you, but also the students and the way they respond to you and your questions.
- After the educational meeting you observe the recording and write a reflection report: how did you do, what went well, what can be improved? You may use the assessment form for the educational meeting assessment.
- You make the video available to your UTQ supervisor; he/she watches the video and assesses the educational meeting.
- Evaluate the meeting with the assessor, including his/her assessment form and your own reflection.
- Reflect on the assessment and feedback of the assessor: do you recognize this feedback, do you agree with the received feedback and what are your intentions for future meeting(s)?

### **Activity 2: Supervising students**

#### **Step 1: Supervision cases**

Describe one (or possible more) supervision cases in which you have supervised one or more students for a longer period. In this description you should at least include a sketch of the supervision situation.

#### **Step 2: Describe your supervision style.**

- What is your vision, what is your method and what are your ground rules?
- Illustrate your vision and method for supervision students over a period of time, specify on:
  - student objectives and needs and the use of different and appropriate supervision styles, catered to the situation and the student's needs.
  - giving effective feedback in meetings with individuals or groups of students.
  - taking team dynamics into account and demonstrating skills to support the group process.
  - enhancing initiative, independence and autonomy of students and how you stimulate this.
  - supporting students in their development of academic skills.
  - planning your actions including essential milestones (steps/phases that students have to take in the process). First meeting – meetings in between – last meeting.

#### **Step 3: Justification and reflection of the supervision:**

- Explain how you actually have supervised the student(s). Include a few specific examples of what you have said and/or done in relation to student behavior. Did you make use of some practical models or theories about supervision? How did that work for you?
- Gather and present feedback from two or three supervised students on your role as a supervisor preferably students whom you have supervised in different situations.
- Reflect on the supervising process, your own actions as a supervisor, feedback from the student(s) and your intentions for improvement.

**Total size:** 4 - 6 pages

**Total time:** Approximately 15 hrs.

Format: Lesson plan for educational meeting

|   |  |                        |  |
|---|--|------------------------|--|
| Name of teacher:                            |  | Date:                  |  |
| Faculty:                                    |  | Educational programme: |  |
| Course/module:                              |  | Type of meeting:       |  |
| Subject of meeting:                         |  | Group size:            |  |
| Learning outcomes of specific course/module |  |                        |  |
| Learning outcomes of this meeting:          |  |                        |  |
| Prior knowledge of students:                |  |                        |  |
| Preparation by students:                    |  |                        |  |

| <b>TIME SCHEDULE</b> | <b>Part:</b>        | <b>Teacher activity<br/>[The teacher does...]</b> | <b>Student activity<br/>[The students do..]</b> | <b>Purpose of instructional<br/>method*</b> | <b>Extra information/Materials</b> |
|----------------------|---------------------|---|---|---|------------------------------------|
| ... min              | <i>Introduction</i> |   |   |   |                                    |
|                      |                     |   |   |   |                                    |
|                      |                     |   |   |   |                                    |
|                      |                     |   |   |   |                                    |
|                      | <i>Core</i>         |   |   |   |                                    |
|                      |                     |   |   |   |                                    |
|                      |                     |   |   |   |                                    |
|                      | <i>Break</i>        |   |   |   |                                    |
|                      |                     |   |   |   |                                    |
|                      | <i>Conclusion</i>   |   |   |   |                                    |
|                      |                     |   |   |   |                                    |
|                      |                     |   |   |   |                                    |

\* Purpose of activity: e.g., enhancing motivation, refreshing pre knowledge, new insights, practice, feedback, testing knowledge/skills

## Format for reflection on executing educational meeting

| Part of meeting            | Reflection criteria. <i>The lecturer ...</i>   | Observation | Interpretation |
|----------------------------|--|-------------|----------------|
| <i>Preparation</i>         | submitted a clear and well-drafted education plan to the assessor prior to the educational meeting   |             |                |
| <i>Introduction</i>        | starts strong and ensures the student knows why the educational meeting is important   |             |                |
|                            | discusses the contents, aims and structure of the educational meeting  |             |                |
| <i>Core</i>                | is able to communicate the lecture content in a clear and coherent manner  |             |                |
|                            | points out the practical applications of the content   |             |                |
|                            | activates the students;<br><i>for instance, offers students the opportunity to practice the material, asks questions/calls for questions, has students actively participate in the discussion</i>  |             |                |
|                            | is clear in communicating instructions and student assignments   |             |                |
|                            | verifies whether the topics treated were understood (tests)  |             |                |
|                            | employs didactic teaching materials like IT  |             |                |
| <i>General information</i> | speaks clearly and calmly  |             |                |
|                            | connects the content to the students' starting situation and learning needs  |             |                |
|                            | is flexible in dealing with own education plan and adjusts it when necessary   |             |                |
|                            | manages the class properly;<br><i>for instance, keeps discipline, has an eye for group dynamics, addresses appropriate and inappropriate behavior, anticipates (unexpected) situations during the lecture, etc.</i>                              |             |                |
|                            | gives and receives feedback in an appropriate manner   |             |                |
|                            | treats students equally and respectfully   |             |                |
|                            | encourages students taking their own responsibilities;<br><i>for instance, asks questions instead of only providing answers, expects students to have done independent study assignments, has students summarize or review the lecture, etc.</i> |             |                |
| <i>Conclusion</i>          | explicitly provides a logical conclusion to the lecture; for instance, by providing an opportunity for questions or a summary, or by giving assignments for next time  |             |                |
| <i>Other</i>               | Other comments and/or particulars  |             |                |

## 6.3 Assignment Competence 3: Assessment



*Finishing a course often happens by means of an exam. The ideal test is constructed in such a way that it really checks whether the student has reached the learning objectives sufficiently.*

| <b>The teacher can:</b>  | <b>The dossier shows:</b>   |
|--|---|
| a. Design and implement the assessment of student development and learning outcomes. | <ul style="list-style-type: none"> <li>▪ How students' progress is assessed regularly and how students receive feedback on their performance.</li> <li>▪ An assessment matrix which shows congruence between intended learning outcomes, assessment methods and test elements, plus the weighting of each sub-part.</li> <li>▪ An explanation of how the assessment methods meet the quality criteria: validity, reliability, transparency, usability/practicability and positive impact on student learning.</li> <li>▪ An example of an assessment and its corresponding answer model.</li> <li>▪ An explanation how the assessment fits within the assessment policy of the university or faculty (regarding OER, rules &amp; regulations of examination board etc.).</li> </ul> |
| b. Analyse the assessment results and draw conclusions.                              | <ul style="list-style-type: none"> <li>▪ Psychometric or any other type of valid quality analysis of the assessment (including e.g. item analysis, reliability of the assessment, relevance of the criteria that determine whether the intended learning outcomes have been achieved).</li> <li>▪ An explanation on the choice of method used to determine the cut-off point and the grading of the work.</li> </ul>  |

### Activity steps Assessment

Activity 1, competence 3a: Design and implement the assessment

Activity 2, competence 3b: Analyse the assessment results

Activity 3, competence 3a: Assessment regulations of University and faculty

See the toolbox for inspiration and theoretical background for this subject.

<https://www.utwente.nl/nl/ces/toetsing/> and

[https://www.utwente.nl/en/ces/celt/toolboxes/staff-development/utq\\_support/](https://www.utwente.nl/en/ces/celt/toolboxes/staff-development/utq_support/)

### Activity 1: Design and implement the assessment

#### Step 1: Assessment matrix

- Make an assessment matrix (preferably for the course you designed for competence 1 “developing education”). Include a description of the chosen formative and summative test method(s) related to the learning objectives and instructional methods.
- Justify your choice for the nature (formative/ summative) and methods of the test.

A possible format for an assessment matrix for a course is:

Table 1 Assessment matrix

| Test/ assignment | Formative/<br>summative test | Learning<br>objective(s) | Required minimal<br>grade (if<br>applicable) | Weighting in the<br>total score (in %) |
|------------------|------------------------------|--------------------------|--|--|
|                  |                              |                          |  |  |
|                  |                              |                          |  |  |

## Step 2: Test matrix

Work out one test or assignment in detail by developing a test matrix. Before the actual test or assignment is made, first a test design is made. A test matrix is a good tool for that. A possible format for a test matrix is:

Table 2 Test matrix, describing the relation between the learning objectives and the (question in the) test.

| Learning objective | Question numbers or assignment elements | Type of questions | Level of questioning or assignment* | Percentage of total score |
|--------------------|---|-------------------|-------------------------------------|---------------------------|
|                    |   |                   |                                     |                           |
|                    |   |                   |                                     |                           |

\*knowledge, insight, application, etc.

## Step 3: Actual test or assignment

- Write the actual test or assignment text.
- Write the instructions for assessors with assessment criteria and points.  
In case you design a rubric for assessing the assignment; make sure that this rubric is linked to the learning objectives that are assessed by the assignment.
- Describe the determination of the cut-off point and how the grades (from score to mark) were determined.
- Describe the quality of the design addressing quality aspects such as **reliability, validity and transparency** of assessment.

## Activity 2: Analyse the assessment results

### Step 1: Grading and analysis

- Determine the results of the test or the assignment per student and per item/element and the grading for the test as a whole and show these results in terms of rates, spreading, percentage of passes, etc.
- Analyse the test or assignment elements with regard to the acquired assessment results: Relate the test or assignment results to the content and activities of your course, learning objectives, instructional methods, etc.
- Formulate suggestions to improve the test or assignment, your education and/or the learning objectives.

### Step 2: Reflection

- Reflect on your design process and your use of tools, models, concepts, theory
- Reflect on your test products, in relation to the assessment results, the analysis and the quality aspects. Did you make adjustments in the test matrix, e.g., deleting items, percentages, cut-off score? Were instructions for assessors satisfactory?
- What have you learned and what are your plans for the future?

## Activity 3: Describe assessment regulations of university and faculty

- Describe the contents and function of the assessment policy, EER and Rules and Regulations from your faculty and the role of the Examination Board.
- Describe the procedures in your faculty concerning student enrolment for tests, test taking, test facilities, fraud detection and procedures, and the administration of grades.
- Explain the relation of these to your education.

**Total size:** 6-8 pages + evidence

**Total time:** 15 hrs

## 6.4 Assignment Competence 4: Evaluating Teaching



*Good teachers do not only take care of the design and implementation of teaching, but also strive for continuous improvement of their education. This means that they evaluate their actions and materials and draw conclusions on how to improve these.*

| <b>The teacher can:</b>   | <b>The dossier shows:</b>   |
|---|---|
| a. Conduct an evaluation and collect information (data) purposefully to improve his teaching. | <ul style="list-style-type: none"> <li>▪ The purpose of the evaluation relevant to the teaching situation. The evaluation approach (methods, sources and meaningful evaluation questions /criteria) and justification for the choices made within the context.</li> <li>▪ Evaluation results from students and from other sources (e.g. assessment results, colleagues).</li> </ul> |
| b. Analyze evaluation results, draw conclusions, and pinpoint areas for improvement.          | <ul style="list-style-type: none"> <li>▪ Conclusions about the quality of the course's educational design, teaching and assessment.</li> <li>▪ Concrete recommendations and intended actions to improve the course's educational design, teaching and assessment</li> <li>▪ How previous evaluation results have been used in the (re)design of the course.</li> </ul>              |

### Activity steps Evaluating teaching

Activity 1, competence 4a: Design and conduct evaluation

Activity 2, competence 4b: Analyse the evaluation results

See the toolbox for inspiration and theoretical

background: <https://www.utwente.nl/en/ces/celt/toolboxes/quality-evaluation-accreditation/> and [https://www.utwente.nl/en/ces/celt/toolboxes/staff-development/utq\\_support/](https://www.utwente.nl/en/ces/celt/toolboxes/staff-development/utq_support/)

#### **Activity 1: Design and conduct evaluation**

##### **Step 1: Evaluation approach department or module**

Describe whether your department or module is using a systematic evaluation plan.

If so: what does this plan look like and in what way does this affect your education?

##### **Step 2: Describe your evaluation approach:**

- Describe how previous evaluation results are addressed in the object of your evaluation and the consequences for the present evaluation.
- What is the purpose of your evaluation? What do you want to reach with your evaluation?
- What is the research question of your evaluation? What is the main question you want to clarify by your evaluation?
- Describe what evaluation methods you are using and why? Think of formal and informal information/sources.
  - Formal = e.g., questionnaire, panel discussion, interview
  - Informal = e.g., feedback of students/colleagues, remarks or questions of students during breaks or after lectures, student results on tests, etc.
- Design the chosen evaluation instruments (questionnaires, interview, and other sources)

## **Activity 2: Analyse the evaluation results**

### **Step 3: Analysis**

- Present the acquired evaluation results both formal and informal.
- Analyse your evaluation results and draw your conclusions.
- Formulate what went well and what not went well based your evaluation results.
- Formulate concrete recommendations for your education (with attention for your teaching role, used materials, learning objectives, etc.).

### **Step 4: Reflection**

- Reflect on your design process and your use of tools, models, concepts, theory.
- Reflect on your evaluation approach, purpose and instruments in relation to the results and the analysis. Was it a right method and did it provide you the needed information.
- What have you learned and what are your plans for the future?

**Total size:** 3 - 5 pages

**Total time:** 10 hrs

## 6.5 Assignment Competence 5: Professionalization



*Teaching is all about learning: not only of the students, but also of you as a teacher.*

*Being a continuous and professional learner requires that you regularly look back and reflect on your actions and products, draw conclusions and specify concrete intentions for improvement.*

*If you have executed all other assignments well, including reflections and your intentions for future improvements, you have shown that you are working on your professionalism.*

| <b>The teacher can:</b>   | <b>The dossier shows:</b>  |
|---|--|
| a. Formulate his own vision on teaching and student learning.                               | <ul style="list-style-type: none"> <li>▪ A coherent vision on learning and teaching that is supported with references to literature and/or descriptions of experiences that have influenced this vision.</li> <li>▪ Examples which illustrate how his educational vision influences his teaching.</li> </ul>   |
| b. Manage his work as a teacher and can collaborate in a teaching team.                     | <ul style="list-style-type: none"> <li>▪ Examples that show the role of the teacher in teamwork (e.g. role/tasks, constructive contributions to team work, managing student assistants, etc.).</li> <li>▪ An indication of the relevant committees and boards the teacher should inform when designing/teaching a course.</li> <li>▪ Description of how the lecturer balances different professional roles (e.g. different teaching roles or the roles of teacher versus researcher).</li> </ul> |
| c. Reflect on his work as a teacher and on his future professional development in teaching. | <ul style="list-style-type: none"> <li>▪ Reflection on personal strengths, weaknesses and development in relation to all 5 UTQ competences.</li> <li>▪ Specific plans for further professional development as a teacher.</li> </ul>  |

### Activity steps Professionalization

Activity 1, competence 5a: Vision on education and student learning

Activity 2, competence 5b: Collaboration and management

Activity 3, Competence 5c: Reflection

See appendix 4 in this manual for inspiration on reflection and for inspiration on vision see e.g., <http://ucat.osu.edu/professional-development/teaching-portfolio/philosophy/>

#### **Activity 1: Vision on education and student learning**

- Describe your vision on education and student learning; what are your 'beliefs and convictions'?
- What kind of teacher are you? (/do you want to be?), what characterizes you as a teacher?
- What do you expect from students, what can students expect from you?
- In what way does your way of acting stimulate student learning?
- Considering this vision: what has influenced/inspired you? (literature, current/former personal experiences and other resources)
- Show in what way your vision on education influences or resonates into your education, e.g., education materials, specific approach/methods, your ground rules, etc.
- Reflect on the meaning it had for you to make your vision on teaching more explicit.

## **Activity 2: Collaboration and management**

### **Step 1: Your role in a teaching team**

Describe situations which demonstrates that you act as a professional team player in an educational setting.

- Describe this committee/team, their purpose, your specific role/task, your contribution to teamwork.
- Describe what went well/what might be improved and what you have learned.

### **Step 2: Management**

- Describe what committees, rules/regulations and or boards are of importance when acting in the educational field (when designing or teaching).
  - Describe a few of these boards/regulations (f.e. check the intranet or ask the educational director or coordinator).
  - Explain why/in what way they are of importance; how do they influence your work as a teacher?
- Describe your balancing between your roles as a teacher versus a researcher.

## **Activity 3: Reflection**

Reflect on your professionalization as a teacher

- Describe your personal strengths, weaknesses and points for further improvement considering the UTQ competences and you as a teacher
- In case you haven't reflected yet in each competence: Reflect per competence on the executed activities, the experiences and your lessons learned during the UTQ track.
- Reflect on the UTQ track and the lessons learned as a whole.
- Describe what priorities you have regarding your (further) development as a teacher and how you are going to keep improving your teaching skills (and pedagogical knowledge) in the future.

**Total size:** 4 – 6 pages

**Total time:** 15 hrs