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<Division and department>

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University Teaching Qualification

*Education Portfolio*

# *instruction and general tips*

**Instruction**

In the portfolio you reflect on the various sub-areas of the UTQ Learning Outcomes using reflection questions. The portfolio is intended to provide a picture of your educational experience in relation to the Learning Outcomes of the University Teaching Qualification (UTQ). The portfolio forms the basis for the assessment interview.

**Tips**

- Answer the reflection questions as specific as possible. Explain how you work.

- Give examples when they are useful.

- Justify the choices you make, preferably with educational literature or, for example, student evaluations from the appendices.

# *Specification Learning Outcomes*

The portfolio reflects on the learning outcomes by answering reflection questions. The reflection is supported by attachments.

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| **I – Professional Development** | | |
| *Competency area* | *Final objectives* |  |
|  | The academic teacher is able to: | That appears from |
| I a – Subject-related knowledge | * Keep subject-related knowledge and skills up to date. * Master the latest developments in the field to such an extent that they are able to integrate them in their teaching and design course components about them. | * Added regular resume |
| I b – Didactic knowledge | * Keep course-related didactic knowledge and skills up to date. * Have a well-founded vision of the role of a lecturer in good academic education. | * Overview of didactic training followed (in Education CV) * Attachment 1 |
| I c – Focus on development | * reflect on their own functioning and development as a teacher. | * Start reflection (development document) and end reflection |

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| **II – Educational design** |

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| *Competency area* | The academic teacher is capable: | That appears from |
| IIa – Designing teaching situations | * Organise a course in a systematic and didactically sound way so that it is compatible with the objective of the course, taking into account and anticipating the (diversity in) prior knowledge, aptitude, background and individual circumstances of the students/participants. * Align a specific part of the course with the curriculum as a whole. | * The (re)design of an educational component (portfolio Chapter II). * A lesson plan of a teaching moment you give (initial situation, learning objectives, time schedule, teacher and student activities, feedback activities), * Appendix 3 and 4 |
| II b – Evaluative design | * Evaluate and investigate their own teaching (or have it evaluated and investigated by someone else) and make adjustments if necessary. | * The (re)design of an educational component (portfolio Chapter II). * Appendix 7 * Reflection on student evaluations |
| II c – Coordination | * Design the objectives of the course(s) in an organisational manner in accordance with the organisation of the faculty education or the programme. | * The (re)design of an educational component (portfolio Chapter II). |
| II d – Innovation | * Able to update/innovate (parts of) a course. | * The (re)design of an educational component (portfolio Chapter II). |

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| **III – Teaching and supporting learning** | | |
| *Competency area* | *Final objectives* |  |
|  | The academic teacher is able to: | That appears from |
| IIIa – Teaching | * Use a variety of subject-relevant and educationally sound modes of instruction, teaching material and learning activities appropriate to the learning objectives and current developments in teaching. * Fulfil various teaching roles appropriate to the chosen learning activity. * Take into account and anticipate the diversity of the student population when teaching, by responding to differences in prior knowledge, aptitude, background and individual circumstances. * Create a stimulating, active and motivating academic environment, among other things by adopting an enthusiastic and involved attitude. * Evaluate and receive feedback on their own teaching and make changes where necessary. | * Observation and (video) reflection * Analysis of activating education * Course evaluations and other teacher behavior evaluations * Reflection on student evaluations (groups) * Appendix 4, 5 and 7 |
| III b – Supervision of students/participants | * Supervise students/participants and encourage them to take students/participants responsibility for their own learning and development process. * Supervise individual students/participants as a tutor or coach. * Supervise students/participants on individual study assignments such as a thesis or internship. | * Description 'Supervising individual students' (portfolio Chapter III) * Reflection on student evaluations (individual supervision) * Appendix 8 |
| IIIc – Working in a team | * Work in a team and consult colleagues and/or other relevant individuals about the content and form of their teaching. | * Active participation and contributions during teacher training/UTQ course |

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| **IV – Assessment and feedback** | | |
| *Competency area* | *Final objectives* |  |
|  | The academic teacher is able to: | That appears from |
| IV a – Assessing and assessing students | * provide and assess feedback in a in a substantiated way, allowing room for learning, including making mistakes and students/participants errors. * Assess various types of (partial) results and form a final assessment after weighting individual components. | * Analysis of feedback given (portfolio Chapter IV) * Appendix 9 |
| IV b – Designing (instruments for) tests and assessment | * Make a didactically sound choice from various forms of testing and align these with the learning activities and objectives of assessments of the course. * Design appropriate tools to assess both knowledge and skills. | * Analysis of feedback given (portfolio Chapter IV) * If applicable: Self-designed test questions with feedback and test analysis ( portfolio Chapter IV) * Appendix 9 |
| IV c – Evaluating teaching | * Evaluate the quality of testing and assessment instruments and adjust the instruments based on the results. * Converse with committees from the quality assurance cycle, e.g. the Programme Committee and the Board of Examiners. | * Reflection on student evaluations * Appendix 7 or 8 |

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| **V – Contribution to knowledge education and impact** | | |
| *Competency area* | *Final objectives* |  |
|  | The academic teacher is able to: | That appears from |
| V a – Outreach | * share findings through outreach activities (with the professional field, prospective students, etc.) and thereby contribute to knowledge about academic education. | * Contribute to, for example, open days for study voters * Columns * (Academic) articles * Possible contributions to local (UMC/UU), national or international conferences * Description of outreach contributions (portfolio Chapter V) |
| V b – Inreach | * actively participate in peer-to-peer exchanges of teaching experiences, ideas and evidence of successful improvements in teaching. | * Examples of exchanging ideas and experiences with colleagues * Possible contributions to local (UMC/UU), * Description inreach contributions (portfolio Chapter V) |

# Content of the portfolio

## Personal and Education CV

## Reflection on the competence areas of the BKO

I Professional development pg.

II Designing education pg.

III Teaching and supporting learning pg.

IV Assessment and feedback pg.

V Contribute to knowledge about education and impact pg.

## Mandatory Attachments

Appendix 1: Certificates and programs of didactic training (minimum of ten half days)

Appendix 2: Schematic overview of educational experience (per type of education)

Appendix 3: Lesson plan for active group education (see appendix)

Appendix 4: Examples of self-developed educational material

Appendix 5: Educational observations about your teaching (at least one)

Appendix 6: Educational observations teaching by colleague (at least one)

Appendix 7: Student evaluations of own teaching (minimum two groups\* for minimum of two types of education)

Appendix 8: Feedback individual supervision (PhD-) student/AIOS/trainee/mentee (from at least three students)

Appendix 9: Examples of self-developed assessment material

*\* minimum of 5 evaluation forms per group*

## Optional attachments

Appendix 10: Assessment of written assignments (in the context of a specific teaching task)

Appendix 11: List of educational publications and/or conference contributions on education

Appendix 12 and more: <Additional appendices that give the assessor a picture of you as a teacher>

# personal AND EDUCATION CV

Insert your regular resume and your education resume. The format below is a guideline, a different set-up is also possible if only comparable data can be found in it.

## **personal information**

name : *<name>*

first names : *<first names>*

## **training and professional training**

*-service training / specialization in chronological order*

< yyyy -yyyy >: **<program 1>** , <educational institution>

*< possible details such as specializations, research topics, etc.>*

< yyyy -yyyy >: **<program 2>** , <educational institution>

*< possible details such as specializations, research topics, etc.>*

< yyyy -yyyy >: **<program 3>** , <educational institution>

*< possible details such as specializations, research topics, etc.>*

*etc.*

## **work and other experience**

< yyyy -present>: **<job title current job>** , <division/department>, UMC Utrecht

*activities :* <summary summary of main professional innovative tasks or tasks in the field of coordination or coordination>

< yyyy -yyyy >: **<job title 2>** <organization> <city/country>

*activities :* <summary summary of the main tasks related to the senior level>

< yyyy -yyyy >: **<job title 3>** <organization> <city/country>

*activities :* <brief summary of main professional tasks>

*etc.*

< yyyy -yyyy >: <ancillary position/volunteer work/management positions/etc.> <organization>

## **Didactic PROFESSIONALIZATION** certificates and programs are included in appendix 1

< year >: **<course name>** , <institution>, <number of half-days >

< year >: **<course name>** , <institution>, <number of half-days >

< year >: **<course name>** , <institution>, <number of half-days>

*etc.*

example :

2014: **Assessment I** , Education Center UMC Utrecht, 2 half-days

2013: various presentations and workshops during **Congress Coloring outside the Lines,** Association of Medical Education in Europe (AMEE), 4 half-days

## **educational Roles** schematic overview of educational activities is included in appendix 2

*Mention here the various educational roles that you fulfill (have) in education, such as coordinator, examiner, tutor, mentor, lecturer or supervisor.*

*example :*

*2012- present: coordinator elective course Start to Teach, <target group> master students KGW-VW.*

## **other teaching experience**

*Mention here (if relevant) matters such as specific educational projects, educational prizes (for example best teacher), didactically relevant ancillary positions (for example student assistant, homework supervisor or trainer at a sports club) etc. Of course with the year or period.*

# Reflection on the competence areas of the UTQ

A teacher at UTQ level is able to design education that encourages learning, to provide education in different forms for different groups of students, to guide individual students and to give feedback and test/assess whether students have achieved the learning objectives of the education .

In this part, reflect on your teaching qualities related to the learning outcomes. Make it as specific as possible and refer to relevant appendices where possible. Sometimes attachments can be used as a reference for different qualities. You can then refer to the same attachment in more places.

## I Professional development

Professional development is about your motivation for education and about how you use subject knowledge and didactic knowledge to optimize education. And of course about how you develop yourself within education (continuous professionalization).

### motivation for BKO

Indicate in a short introduction (max. 250 words) why you want to obtain a UTQ qualification. What motivates you to be involved in education and training, what appeals to you?

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### START REFLECTION

Reflect on the 5 UTQ competence areas. How competent are you in the five UTQ competency areas? You can use the reflection questions below for this.

* In which competences do you feel you are experienced?
* Which competencies do you want to develop (further)?
* What will your development goals be (maximum of 3)?
* What concrete activities do you need to achieve these development goals?
* How do you want to (interim) test how you are doing on these development goals?

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### FINAL REFLECTION

Look back on your initial reflection and development as a teacher during the process. You can use the reflection questions below for this.

* + What lessons have you learned from your experiences and the training you have followed?
  + What development have you gone through?
  + How did you handle that?
  + What shows that?
  + What do you want to develop further in and what are your next steps?

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## II designing education

When designing education, it is about ensuring coherence between learning objectives, learning activities/work forms and testing (constructive alignment), whereby the education is geared to the participants and the larger whole of their education.

### THE (re-)design of your education

For the UTQ you must have (re)designed, implemented and evaluated at least one educational component. In this reflection, discuss your (re)design and link explicitly to the principles of constructive alignment. You can use the reflection questions below for this.

* Describe the reason, how you approached the redesign (and with whom), what choices you made based on student evaluations, constructive alignment and/or educational theory.
* How does your (re)designed educational component relate to other components of the course?
* How have you identified relevant developments in your field and incorporated them into your redesign? How did you coordinate that with, for example, block coordinators and colleagues?
* How has your (re)designed educational component been evaluated and what are the adjustments for the future?

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## III Teaching and supporting learning

Teaching and supporting learning is about how as a teacher you provide and evaluate education for different groups and how you individually supervise students and how you work together with fellow teachers. Key elements in this are being able to apply different learning activities, ensuring a safe learning climate and activating and stimulating students to learn.

### active education for groups

Describe what you are currently doing about activating education and how you consider the differences between students in background, prior knowledge and interests. Analyze why certain things work or don't work well using educational literature on motivation and participation (such as the Self-determination theory ). You can use the reflection questions below for this.

* How do you encourage students to take responsibility for their own learning process (active participation, preparation, etc.)?
* Which interventions in the field of autonomy, competence and involvement do you use to motivate students?
* Which learning activities do you use to activate students before, during and after education?

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### guiding individual students

Describe a concrete situation in which you individually supervised a student. Analyze what went well and indicate what you would like to do differently next time. Support this, for example, with the Situational Leadership model (Hersey & Blanchard). You can use the reflection questions below for this.

* How did you approach the supervision in the concrete situation? What choices and agreements have you made and why?
* How did you determine the degree of support and direction in the supervision of this student?
* How did this supervision go?
* What do you want to keep - and what would you do differently next time?

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### safe learning environment

Describe in concrete terms how you ensure an optimal learning environment and a safe learning climate in which students can learn. You can use the reflection questions below for this.

* What do you understand by a safe learning environment?
* How do you stimulate a safe learning climate?
* How do you deal with diversity and inclusion within your group education and when supervising individual students?
* To what extent are you aware of your own bias? Can you give examples of this?
* Which referral options within the UMC Utrecht/UU do you know and have you ever used those?

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### student evaluations

What feedback have you received from your students in group education? Look at two group evaluations and reflect on the feedback received. You can use the reflection questions below for this.

* What feedback was helpful to you?
* What are your considerations for whether or not to do something with the feedback?
* What have you done with the feedback? Or what will you do with the feedback?

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What feedback have you received from students you have individually supervised? Take a concrete situation as an example and reflect on it. You can use the reflection questions below for this.

* What feedback was helpful to you?
* What are your considerations for whether or not to do something with the feedback?
* What have you done with the feedback? Or what will you do with the feedback?

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## IV assessment and Feedback

Feedback and assessment are important elements in education. They give direction to the learning behavior of the student and are a measuring instrument. A UTQ teacher is able to provide concrete feedback that encourages learning. The teacher can also make an educationally substantiated choice from various assessment formats and have the assessment format match the learning objectives. Finally, the UTQ teacher can interpret and evaluate a test analysis and adjust the assessment based on the results.

### analysis (written) feedback

Choose an example of feedback you have given (for example, feedback on a thesis, feedback during bed-side teaching). Analyze what went well and what you would like to do differently next time. Link this to theories/procedures about feedback. You can use the reflection questions below for this.

* How did you give the feedback to the student? According to which method/procedure?
* What was the student's response?
* What effects have you seen in the student? Can the student continue with your feedback?
* What do you want to keep and what do you want to do differently next time?

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### Effective assessment

Describe how the assessment is organized in the education in which you are involved, for example a rubric or an exam. Reflect on reliability, validity, distinctiveness, transparency and objectivity. You can use the reflection questions below for this.

* Why was this test format chosen and what is your opinion about it?
* Does your education also use formative assessment? If so, how and why? If not, how could you put this to good use?
* How does the test fit in with the learning activities and learning objectives of this course?
* What are the strengths and weaknesses of the assessment?
* What would you do differently if you were in the role of course coordinator?

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### developing test questions; *optional if relevant*

Choose six (or more) test questions you have created yourself. Analyze how well your questions meet the requirements of good test questions in terms of difficulty, distinctiveness and linguistic criteria and summarize it here. You can use the reflection questions below for this.

* What criteria did you use when drafting test questions?
* What are the strengths and weaknesses of your test questions? Include the test analysis in this.
* Which test questions would you like to keep and why?
* Which one would you like to adjust?

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Ask a colleague/expert for feedback on your questions and view the data from the test analysis.

* What feedback was helpful to you?
* What are your considerations for whether to do something with the feedback?
* What have you done with the feedback? Or what will you do with the feedback?

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Improve your questions based on that and add both versions, the feedback and the analysis as an attachment.

## V Contribution to knowledge and impact

As a UTQ teacher, you are expected to share your knowledge and experience about education so that others can learn from it; both inside and outside the department/organization.

### Inreach and outreach activities

Describe how you contribute to the dissemination of knowledge about academic education within and outside your department/organization. Give a concrete example of, for example, a meeting, a blog, a presentation, a conference contribution, etc

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*Then add the attachments below in a* separate *document. The appendices should support the reflections in your portfolio, so don't forget to refer to the appendices in the portfolio.*

## Mandatory Attachments

Appendix 1: Certificates and programs of didactic training

Appendix 2: Schematic overview of educational experience (per type of education)

Appendix 3: Lesson plan for active group education (see appendix)

Appendix 4: Examples of self-developed educational material

Appendix 5: Educational observations about your teaching (at least one)

Appendix 6: Educational observations teaching by colleague (at least one)

Appendix 7: Student evaluations (at least two groups per teaching method)

Appendix 8: Feedback individual supervision ( PhD) student/AIOS/trainee/mentee (at least three)

Appendix 9: Examples of assessment material

## Optional attachments

Appendix 10: List of educational publications and/or conference contributions on education

Appendix 11 and more: <Additional appendices that give the assessor a picture of you as a teacher>

## appendix 1: Certificates and programs of didactic training

## appendix 2: Schematic overview of educational experience

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| **Conducting education** | **Year/period** | **Block/line/course** | **Number of meetings and duration of the meeting**  ( e.g. 3x series of 5 meetings of 2 hours) |
| College education |  |  |  |
| Small-scale education working group |  |  |  |
| Practical or skills education |  |  |  |
| Bed side teaching |  |  |  |
| Mentor/tutor of individual student |  |  |  |
| Internship supervision individual student |  |  |  |
| **Designing education** | **Year/period** | **Block/line/course** | **Education component** |
| (Re)Design/develop a course or educational block |  |  |  |
| **Assessment and feedback** | **Year/period** | **Block/line/course** | **Education component** |
| Developing, administering and determining results |  |  |  |
| *Developing test questions* |  |  |  |
| *Assessing students' written work* |  |  |  |

## appendix 3: lesson plan for active group education

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| Course/block:  Subject:  Date teaching moment: | Group composition:  *number of students, education and year, etc.* | Teaching space:  *also mention details that are important for this lesson, such as loose/fixed furniture, temperature, etc.* |

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| Context and relevance | Initial situation | Learning goals |
| *What is the importance for the students to learn about this topic(s)?*  *How does that fit into the rest of the block and the training?* | Interest (affective initial situation):  *subjects that students talk about a lot, are involved in a lot, special events, current events, but also student parties, etc.*  (Cognitive initial situation):  *how far are students in this learning area (skills, theory, etc.)* | *What should the students know, be able to and find after this teaching moment?*  *How do you check that at the end of the teaching activity?* |

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| Time phasing | Content and Activities | Didactic teaching methods | materials | Organization |
| Introduction (set)  … min  Kern (dialogue)  ... min  Closure (closure)  ... min | *Describe per lesson phase what content you offer and how you will do it. What do you do and what do the students do?* | *Indicate per phase which work form(s) is/are used (teaching, demonstrating, conversation, exercise, buzz group, etc.)?* | *Indicate per phase which materials/resources are needed.* | *Indicate for each phase what you need to arrange:*   * *Which resources to prepare in advance?* * *Which work agreements at which time?* * *What changes in grouping forms?* * *Which position and where are you yourself?* |

## appendix 4: Examples of self-developed educational material

## appendix 5: Educational observations about your teaching (at least one)

## appendix 6: Educational observations teaching by colleague (at least one)

## appendix 7: Student evaluations of own teaching (minimum two groups\* for minimum of two types of education)

## appendix 8: Feedback individual supervision (phd) student/AIOS/trainee/mentee (at least three)

## appendix 9: Examples of self-developed assessment material

*Optional attachments:*

## appendix 10: List of educational publications and/or conference contributions on education

## appendix 11: <Additional appendices that give the assessor a picture of you as a teacher>