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<Division and department>

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Partial Teaching Qualification (PTQ)

*Portfolio*

# *instruction and general tips*

**Instruction**

In the portfolio you reflect on the various sub-areas of the Partial Teaching Qualification (PTQ) using reflection questions. The portfolio is intended to provide a picture of your educational experience in relation to the Competences for the PTQ.

**NB: The guideline for the size of the reflection part of the portfolio is 7 pages.**

**Tips**

- Respond to the reflection questions in specific terms. Explain how you approach the task.

- Give examples when they are useful.

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

# *Specification Learning Outcomes*

The portfolio is an instrument to reflect on the learning outcomes. The reflection is based on information collected during teaching practice and is supported by these documents provided in the appendix.

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| **I – Professional Development** | | |
| *Competency area* | The academic lecturer 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 curriculum vitae |
| 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. | * Provided overview of didactic training followed (in Education CV) * Attachment 1 |
| I c – Focus on Development | * reflect on their own functioning and development as a lecturer. | * Start reflection (development document) and end reflection |

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| **II – Teaching and supporting learning** | | |
| *Competency area* | The academic lecturer is able to: | That appears from: |
| II a – 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 teaching * Course evaluations and other teacher behavior evaluations * Reflection on student evaluations (groups) * Appendix 4, 5 and 7 |
| II b – Supervision of students/ participants | * Supervise students/participants and encourage them to take 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 |
| II c – 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 |

# Content of the portfolio

## Personal and Education CV

## Reflection on the competence areas of the BKO

I Professional development pg.

II Teaching and supporting learning pg.

## Mandatory Attachments

Appendix 1: Certificates and programs of didactic training

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

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

Appendix 4: Observations of your teaching

Appendix 5: Observation of education given by a colleague

Appendix 6: Student evaluations of your teaching (of multiple groups and as many evaluation forms as possible per group)

Appendix 7: Feedback on individual supervision (PhD-) student/AIOS/trainee/mentee

# personal AND EDUCATION CV

Insert your CV and your education resume. The format below is a guideline, but using a different set-up is possible if 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 teaching activities is included in appendix 2

< date - date >: *<teacher role, e.g. providing clinical lessons, internship coordinator of internship x etc.>*

*<name of the course unit> <target group> <estimated number of hours worked>*

*activities: <brief description of the most important activities>*

## **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, providing the year or period.*

# Reflection on the competence areas of the Part UTQ: Education Implementation

A teacher at Part UTQ Education Implementation level is able to design education that encourages learning, to provide education in different forms for different groups of students and to guide individual students.

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 multiple 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. Also, about how you develop yourself within education (continuous professionalization).

### motivation for Partial Teaching qualification

Briefly explain why you want to obtain the Partial Teaching Qualification . What motivates you to be involved in teaching and/or training, what appeals to you? (guideline 150 words)

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### START REFLECTION

Reflect on the two PTQ competences areas. How competent are you in the two competency areas? Use the reflection questions below (guideline 250 words).

* What are your development goals (maximum of 3)?
* What specific activities do you need to achieve these development goals?
* How do you want to assess, both during and at the end, how you are progressing on these development goals?

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### Feedback from Learners ANd peers

Describe the feedback you have received from learners and peers in your role as a teacher. Reflect on the feedback you have received. Use the reflection questions below (guideline 250 words).

* What feedback from learners was useful to you?
* What are your considerations for doing or not doing something with the feedback?
* What have you done with the feedback? Or what are you going to do with the feedback?
* What have you learned from fellow teachers? For example, from observations, from teaching together, or from teacher meetings?

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### FINAL REFLECTION

Look back on your initial reflection and development as a teacher during the process. Use the reflection questions below (guideline 250 words).

* + What lessons have you learned from your experiences and the training you have followed?
  + What development have you gone through and what is the evidence for that? How was your approach?
  + How have you used the acquired didactic knowledge and insights in your teaching? Do you have a specific example of what you have done with that knowledge and how that has had an effect on the learning of your students?

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## II Teaching and supporting learning

Teaching and supporting learning involves how you deliver and evaluate education for various groups, 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.

### ACTIVATING AND MOTIVATING teaching FOR GROUPS

Describe how you make your teaching (e.g. lecture or workgroup) activating and how you take into account the differences between students in background, prior knowledge and interest. Analyse why certain actions do or do not work well. Use the reflection questions below for this (guideline 400 words).

* How do you try to encourage learners to actively participate in teaching, and to take responsibility for their own learning process (such as being prepared and studying at home)?
* Which activating work forms do you use? How does this relate to the learning objectives?
* Which actions from your own experiences and from theories do you use to motivate students?
* Which learning activities do you use to activate students/learners before, during and after teaching?
* How do you promote student involvement with your own behaviour/work forms/questioning technique?
* What do you do in your teaching to respond to (or make use of) the differences between students?

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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 following reflection questions for this.

* How did you approach the supervision in the concrete situation mentioned? What choices and agreements did you make 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 teaching 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 during teaching in groups? Examine two group evaluations and reflect on the feedback received. You can use the following reflection questions for this.

* What feedback was helpful to you?
* What were your considerations for whether or not to change something following the feedback?
* How have you used the feedback? Or how do you plan to use 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 following reflection questions for this.

* What feedback was helpful to you?
* What were your considerations for whether or not to change something following the feedback?
* How have you used the feedback? Or how do you plan to use the feedback?

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*Add the attachments below in a* separate *document. The appendices should support the reflections in your portfolio, so do not forget to refer to the appendices in the portfolio.*

## Mandatory Attachments

Appendix 1: Certificates and programs of didactic training

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

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

Appendix 4: Observations of your teaching (at least one)

Appendix 5: Observation of education given by a colleague

Appendix 6: Student evaluations (at least two groups per teaching method)

Appendix 7: Feedback individual supervision (PhD) student/AIOS/trainee/mentee (at least three)

## Optional attachments

Appendix 8 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 teaching experience

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| **Teaching** | **Year/period** | **Block/line/course** | **Number of meetings and duration of the meeting**  ( e.g. 3x series of 5 meetings of 2 hours) |
| Lectures |  |  |  |
| Small-scale teaching (eg. Seminars) |  |  |  |
| Practical or skills teaching |  |  |  |
| Bed-side teaching |  |  |  |
| Mentor/tutor of individual student |  |  |  |
| Internship supervision individual student |  |  |  |
| **Designing education** | **Year/period** | **Block/line/course** | **Education component** |
| (Re)Design/develop an educational block or a course |  |  |  |
| **Assessment and feedback** | **Year/period** | **Block/line/course** | **Education component** |
| Develop, conduct and evaluate |  |  |  |
| *Developing exam questions* |  |  |  |
| *Assessing students' written work* |  |  |  |

## appendix 3: lesson plan for active group teaching

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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 movable/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?*  *How does your topic fit into the rest of the course or the educational module?* | 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 do or find after this teaching moment?*  *How would 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 phase the content you teach and how you will approach it. Which content do you provide and which content must be generated by the students?* | *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?* * *What do you agree on with your students? and when?* * *How do you organize groups?* * *Which spot do you take in the class? How do you arrange the learning space?* |

## appendix 4: observations of your teaching by a colleague (at least one)

## appendix 5: Observation of education given by a colleague

## appendix 6: Student evaluations of own teaching (minimum four groups for two types of teaching)

## appendix 7: Feedback following individual supervision (phd) student/AIOS/trainee/mentee (at least three)

*Optional attachments:*

## appendix 8: <Additional appendices that give the assessor a picture of you as a teacher>