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Part University Teaching Qualification: Education Implementation

*Portfolio*

# *instruction and general tips*

**Instruction**

In the portfolio you reflect on the various sub-areas of the Part UTQ: Education Implementation 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 Part UTQ Education Implementation.

**Tips**

- Answer the reflection questions as concretely 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** | | |
| *Area of competence* | *Final objectives* |  |
|  | The academic teacher is able to: | That appears from |
| I a – Expertise | * keep their professional knowledge and skills up to date; * master the current subject content to such an extent that they can apply it in education and design course components about it. | * Added regular resume |
| I b – Didactic knowledge | * keep their didactic knowledge up to date at course level. | * Overview of didactic training followed (in Education CV) * Attachment 1 |
| I c – Development | * reflect on their own functioning and development as a teacher. | * Start reflection (development document) and end reflection |

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| **II – Teaching and supporting learning** | | |
| *Area of competence* | *Final objectives* |  |
|  | The academic teacher is able to: | That appears from |
| II a – Teaching | * handle a variety of content-relevant and educationally sound teaching methods and teaching materials and activities, appropriate to the learning objectives and current developments within education; * fulfill different teacher roles, appropriate to the chosen learning activity; * offer education in such a way that the diversity among the student population is taken into account, by responding to differences in prior knowledge, aptitude, background and individual circumstances; * create a stimulating, activating and motivating study climate, among other things by showing an enthusiastic and involved attitude. | * 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 |
| II b – Supervising students | * supervise students and encourage them to take responsibility for their own learning and development process; * supervise individual students as a tutor or coach; * supervise students in 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 – (Managing) project teams | * work in a team and to consult with colleagues and/or other relevant persons about the content and form of the education provided by themselves. | * 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 (minimum of five 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: Educational observations about your teaching (at least one)

Appendix 5: Educational observations teaching by colleague (at least one)

Appendix 6: Student evaluations of own teaching (minimum two groups\* for minimum of two types of education)

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

*\* minimum of 5 evaluation forms per group*

## Optional attachments

Appendix 8 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 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 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 Part UTQ Education Implementation

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

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### START REFLECTION

Reflect on the 2 Part UTQ: Education Implementation competence areas. How competent are you in the two 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 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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*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: Educational observations about your teaching (at least one)

Appendix 5: Educational observations teaching by colleague (at least one)

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 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: Educational observations about your teaching (at least one)

## appendix 5: Educational observations teaching by colleague (at least one)

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

## appendix 7: Feedback 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>