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| **Name:** |  |
| **Date:** |  |

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| **Developing education** |  | **Knowledge and/or skills** | | | | |
|  |  | none |  |  |  | very good |
| 1. Able to apply the educational principles of active, student-centred learning in developing education. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Able to explain the position of their part of the curriculum in relation to the structure and the intended learning outcomes of either the entire curriculum or the relevant part of it. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Able to justify the educational design choices made for different parts of the curriculum, such as a course, workshop, training session(s) or lecture. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Able to identify characteristics of the target group, such as prior knowledge, and design education based on these characteristics. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Able to clearly express and communicate the educational objectives (intended learning outcomes) to students. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Able to align the intended learning outcomes, teaching and learning activities and assessment methods using the principles of constructive alignment. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Able to integrate ICT and/or digital tools in the educational design in a relevant manner. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Able to improve education based on student evaluations, teaching experience and recent educational insights. |  | 1 | 2 | 3 | 4 | 5 |
| *Explanation of knowledge, skills and experience:* | | | | | | |

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| **Teaching delivery** |  | **Knowledge and/or skills** | | | | |
|  |  | none |  |  |  | very good |
| 1. Able to apply the educational principles of active, student-centred learning in teaching. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Able to adopt various educational roles, such as tutor, thesis supervisor, coach, mentor or lecturer. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Able to identify differences in prior knowledge and background of students and address these. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Able to encourage students to embrace the educational principles of active, student-centred learning. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Able to supervise students individually and in groups and provide constructive feedback. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Able to recognise group dynamics and to deal with this. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Able to analyse strengths and weaknesses of own teaching performance and to adjust activities accordingly. |  | 1 | 2 | 3 | 4 | 5 |
| *Explanation of knowledge, skills and experience:* | | | | | | |

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| **Student assessment** |  | **Knowledge and/or skills** | | | | |
|  |  | none |  |  |  | very good |
| 1. Acquainted with the assessment policy, the Education and Examination Regulations (EER), and the Rules and Regulations (R&R) of the faculty and apply these. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Acquainted with the assessment cycle and able to justify the choices made in each step. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Able to choose and implement an appropriate assessment method based on the principles of constructive alignment. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Able to use relevant assessment methods which meet the quality criteria of validity, reliability and transparency. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Acquainted with the difference between summative and formative assessment and able to apply them effectively. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Able to define criteria for different assessment methods in order to assess students and provide feedback. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Able to assess students on the basis of predefined  criteria. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Able to give students constructive feedback on the basis of the formulated assessment criteria. |  | 1 | 2 | 3 | 4 | 5 |
| *Explanation of knowledge, skills and experience:* | | | | | | |

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| **Underlying vision, knowledge and skills** |  |  | | | | |
| ***Educational vision*** |  | **Knowledge and/or skills** | | | | |
|  |  | none |  |  |  | very good |
| 1. Acquainted with the educational vision of UM, the faculty and the relevant degree programmes. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Able to show that own educational vision aligns with the educational vision of UM, the faculty and the relevant degree programmes. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Able to explain how they perceive the role of teacher in  the student learning process and what they want to  achieve in teaching. |  | 1 | 2 | 3 | 4 | 5 |
| *Explanation:* | | | | | | |

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| ***Knowledge of relevant educational programmes and regulations*** |  | **Knowledge and/or skills** | | | | |
|  | none |  |  |  | very good |
| 1. Acquainted with the educational programmes to which  the teaching activities belong. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Understand faculty-specific regulations, roles and task allocations, such as the role of the Board of Examiners  and the role of the Programme Committee. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Acquainted with the faculty-specific agreements and regulations regarding coordination, examination and educational quality assurance. |  | 1 | 2 | 3 | 4 | 5 |
| *Explanation:* | | | | | | |

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| ***Knowledge of educational quality assurance*** |  | **Knowledge and/or skills** | | | | |
|  | none |  |  |  | very good |
| 1. Acquainted with how teaching activities are evaluated,  and able to interpret the results in order to improve education. |  | 1 | 2 | 3 | 4 | 5 |
| *Explanation:* | | | | | | |

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| ***Keeping expert knowledge up to date*** |  | **Knowledge and/or skills** | | | | |
|  | none |  |  |  | very good |
| 1. Keep up to date of recent developments in own area of expertise. |  | 1 | 2 | 3 | 4 | 5 |
| *Explanation:* | | | | | | |

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| ***Organisation and coordination of teaching*** |  | **Knowledge and/or skills** | | | | |
|  | none |  |  |  | very good |
| 1. Able to organise and plan the development of educational materials, exams, administrative embedding, and finalisation of teaching activities. |  | 1 | 2 | 3 | 4 | 5 |
| *Explanation:* | | | | | | |

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| ***Cooperation*** |  | **Knowledge and/or skills** | | | | |
|  |  | none |  |  |  | very good |
| 1. Able to work together with colleagues to develop and coordinate teaching activities |  | 1 | 2 | 3 | 4 | 5 |
| 1. Request advice from colleagues when developing  education and teaching. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Able to give constructive feedback to colleagues on their education and teaching. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Contribute actively to knowledge exchange and sharing experiences. |  | 1 | 2 | 3 | 4 | 5 |
| *Explanation:* | | | | | | |

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| ***Reflection*** |  | **Knowledge and/or skills** | | | | |
|  |  | none |  |  |  | very good |
| 1. Collect and request feedback on the developed  educational materials (including assessment) and the delivered teaching in order to improve these. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Able to reflect on the developed educational materials,  the delivered teaching and the feedback received, and  to improve teaching on the basis of these reflections. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Able to analyse difficult situations and less successful interventions and to suggest points for improvement  based on the analyses. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Able to reflect on their performance as a teacher and to continuously develop in this role based on these reflections. |  | 1 | 2 | 3 | 4 | 5 |
| 1. Set goals for further professional development as  a teacher. |  | 1 | 2 | 3 | 4 | 5 |

*Explanation:*

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| **Strengths:** |
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| **Points for improvement:** |
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| **Learning goals:** |
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