

FEEDBACK FORM UTQ PROOF OF COMPETENCE**Name candidate:** Alberto Bachelli**Module 21:** Development of Teaching and Active Learning**Module attended:** Nov-Dec 2013**UTQ competences addressed in this proof:** 1,2,3,4,5,6,11,16,17,21,23.

Dear Alberto,

Thank you very much for your outstanding proof of competence. Not only have you demonstrated that you can design a solid, well-aligned course with many activating elements. It also clearly shows that you are very capable of using teaching concepts to further structure and improve your course and that you have an underlying vision of how to teach and why.

No further additions are needed, you have hereby finished module 21. We will send you your certificate for this module shortly. I wish you good luck with the rest of your UTQ programme and of course with your teaching activities!

Kind regards,
Margie

X = completed**— = addition required****Proof of competence should consist of:****X or —**

A description of the course and its context, including name, course overview, short description, credits, faculty and study programme, duration, place in the curriculum, relation to exit qualifications (<i>eindtermen</i>) of the programme, the way the course is directly related to others (which courses are prerequisites for the course, is the course a prerequisite for other course) and how the teacher makes sure there's a good connection, the teacher's role and responsibilities, who else is involved and how the teacher collaborate with colleagues with regard to this course.	X	All clear.
A description of how the teacher take students' entry levels into account and how	X	Smart to use the flipped classroom to raise all students to

he/she prepares for and deals with students who don't seem to meet the required entry level.		the same level, especially when there's so much outstanding material readily available.
The learning objectives of the course. An explanation of how and why the teacher has rewritten the initial learning objectives (if applicable). The feedback the teacher received on the objectives and how he/she has used this to further improve them.	X	Excellent analysis and clear and measurable learning objectives.
An explanation of how learning activities, teaching/learning methods and assessment are aligned in the course, using the given table. Feedback the teacher received and how he/she has used this to further improve the alignment in the course.	X	Clear alignment, lots of active learning and iterative feedback on the team project.
Detailed explanation of one of the active teaching/learning methods used in the course.	X	I think the idea of working on one project throughout the whole course, every time applying what students have learned that week to their prototype, works really well and is engaging and motivating for students.
A description of the most commonly used teaching and learning methods within the field of study concerned and the rationale behind it. A description to which degree the teacher teaches within this tradition. A description of how the above relates to future careers and research in the discipline and the teacher takes this into account in his/her teaching.	X	Clear relation to 'the real world'. I much appreciate you saying that because current methods rapidly change, you do not only teach your students to recall, list and apply, but also to criticize and name benefits and drawbacks. This creates a bridge between the current methods and those that will arise in the future.
A description of what the teacher has learned from module 21, what he/she has learned about him/herself as a teacher and how he/she will use this in the future to design courses.	X	Good to hear that module 21 has provided you with a framework that made the intuitive ideas you already had about teaching more explicit.

Assessment Criteria

The product demonstrates:

X or —

1	Well formulated learning objectives.	X	
2	A well-considered link between the learning objectives, teaching methods and assessment.	X	
3	That the course is embedded within the curriculum and is connected well to related courses.	X	
4	That the entry level of the students is taken into account.	X	
5	A relationship between the course and the (pedagogical) requirements of the field.	X	

6	A relationship between the course and the research in the field.	X	
11	A good command and effective use of (technical) resources.	X	
16	Constructive collaboration with others in order to design and carry out teaching activities.	X	
21	Concrete proposals for the teacher's own teaching based on self-evaluation and feedback from others.	X	
23	A reflection on the teacher's own teaching and the effects on his/her students.	X	