

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

Dear Axelle,

Thank you very much for your excellent proof of competence. It is clear, comprehensive, reflective and to the point. You have demonstrated that you are very capable of designing a solid course with many activating elements and feedback loops. On top of that, your proof shows that you have explicit and articulated underlying ideas about the design and the teaching of this course and that you can use teaching concepts to further improve your course.

There's one small thing I would like you to have another look at, as is explained in the table below. Please indicate any additions or alterations you make in red, in order to make clear where they are. Please send me your second version of the proof within three weeks, and I'll send you the certificate for this module. I will not assess the additions, the committee will do this at the end of your UTQ programme.

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	X	Clear and detailed.
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good connection, the teacher's role and responsibilities, who else is involved and how the teacher collaborate with colleagues with regard to this course.		
A description of how the teacher take students' entry levels into account and how he/she prepares for and deals with students who don't seem to meet the required entry level.	X	Clear expectation management, helpful in attaining the required level, yet leaving the responsibility with the students.
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	When I just look at the learning objectives, they are clear, well-formulated and assessable. When I see them in context in the CA table, I get the impression that you might need to expand them a bit, see next comment.
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.	—	Good alignment between l.o.'s and activities and you give an excellent explanation of the overall alignment for each l.o. It seems to me that in the assessment, more is asked of students than is described in the learning objectives. In the assessment of l.o.1 students have to 'put in perspective with the othe rtechnologies available', which I don't see in the l.o. (perhaps 'compare'?) In the assessment of l.o. 2 students are not only required to derive, but also to discretise and to develop. To me these seem like separate things, but that might be due to the fact that I don't know enough of the content. I want to ask you to compare the assessment and the learning objectives and decide whether it's necessary to expand your l.o.'s. If not, please give a short explanation.
Detailed explanation of one of the active teaching/learning methods used in the course.	X	You use a very adequate type and level of questions for students to answer. In order to answer these, students really need to actively engage with the material, in which the actual learning takes place.
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	
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	X	

design courses.		
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Assessment Criteria

The product demonstrates:

✓ or —

1	Well formulated learning objectives.	✓	
2	A well-considered link between the learning objectives, teaching methods and assessment.	—	See above
3	That the course is embedded within the curriculum and is connected well to related courses.	✓	
4	That the entry level of the students is taken into account.	✓	
5	A relationship between the course and the (pedagogical) requirements of the field.	✓	
6	A relationship between the course and the research in the field.	✓	
11	A good command and effective use of (technical) resources.	✓	
16	Constructive collaboration with others in order to design and carry out teaching activities.	✓	
21	Concrete proposals for the teacher's own teaching based on self-evaluation and feedback from others.	✓	
23	A reflection on the teacher's own teaching and the effects on his/her students.	✓	