

Proof of competence UTQ module 21

Module 21 is completed after you have successfully written a proof of competence. In this proof, you will be able to apply the knowledge and skills acquired in this module, to one of your courses. Some of the items we ask you to address in your proof will have been discussed during the meetings. Other items will not have been discussed during the meetings, but the online information in Blackboard course 'UTQ 21 Development of Teaching and Active Learning' is available to help you address these.

The proof of competence may be written either in Dutch or in English.

Time duration: 15-20 hours. Length: 5-8 pages.

Your proof should include the following:

- Describe your course and its context:
Include for example: name, course overview, short description, credits, course load and feasibility, faculty and study programme, duration, place in the curriculum, relation to exit qualifications (*eindtermen*) of the programme, the way your course is directly related to others (which courses are prerequisites for your course, is your course a prerequisite for other courses) and how you make sure there's a good connection between your course and the other courses?
(competency 3)
 - Blackboard UTQ 21, chapter 4
- Describe your role and responsibilities in regard to this course. Who else is involved and how do you collaborate with your colleagues concerning designing, teaching, assessing and evaluating this course?
(competency 16)
- Describe how you take students' entry levels into account and how you prepare for and deal with students who don't meet the required entry level.
(competency 4)
 - Blackboard UTQ 21, chapter 5
- Describe what you do to motivate students, using the elements of the ARCS model (on Blackboard). Discuss if you see room for improvement and make suggestions as to what kind of improvements you can make to increase student motivation.
(competency 10)
 - Blackboard UTQ 21, chapter 1
- What are the learning objectives of your course? Explain how and why you have rewritten the initial learning objectives (if applicable). Include feedback you received on the objectives and how you have used this to further improve them.
(competency 1, 21)
 - Blackboard UTQ 21, chapter 2
- Using the following table, explain how learning activities, teaching/learning methods and assessment are aligned in your course. Include feedback you received and how you have

used this to further improve the alignment in your course. Describe in what way the concepts of constructive alignment and active learning have influenced your course design.

(competency 2, 21)

➤ Blackboard UTQ 21, chapter 1 and 3

| Learning objectives | Teaching/Learning activities | Assessment | Justification of chosen activities and assessment methods* |
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* Why are these teaching/learning activities suitable to reach these learning objectives? Why is this type of assessment suitable to test whether students have obtained the learning objectives? How do the t/l activities prepare the students for the assessment?

- Choose one of the **active** teaching and learning activities in your course and explain in detail why this activity invites students to actively work with the content. **Include an actual exercise description, i.e. the document/slide/... you give to students.**
(competency 2)
➤ Blackboard UTQ 21, chapter 3
- Describe in what way you make a connection in your course with the future professional practice of the students and with scientific research in the field.
(competency 5,6)
- Concluding, describe what you have learned from module 21, what you have learned about yourself as a teacher and how you will use this in the future to design courses.
(competency 23)

The following UTQ competencies are addressed in this module and its proof of competence.

The lecturer is able to:

Developing teaching

- 1 (re)develop a course using specifically formulated learning objectives.
- 2 develop effective, efficient and active learning methods and also choose and/or develop suitable study materials in order to achieve the learning objectives.
- 3 take the teaching context of the institute/faculty into account.
- 4 take the entry levels of the students into account.
- 5 take the specific pedagogical requirements of the discipline into account.
- 6 demonstrate a relationship between the content of the course components he/she teaches and the academic research performed in his/her discipline.

Carrying out teaching activities

- 10 motivate students to interpret and design their own learning process.
- 11 decide on (technical) aids in a pedagogically justified manner.

Organising and coordinating teaching

16 work in a team to agree on activities and to collaborate with colleagues.

Evaluating teaching

21 formulate and implement enhancements that have been recommended for both teaching processes and products.

Professionalisation

23 reflect on his/her own work and the students' work, and is aware of any problem areas in the way he/she performs.