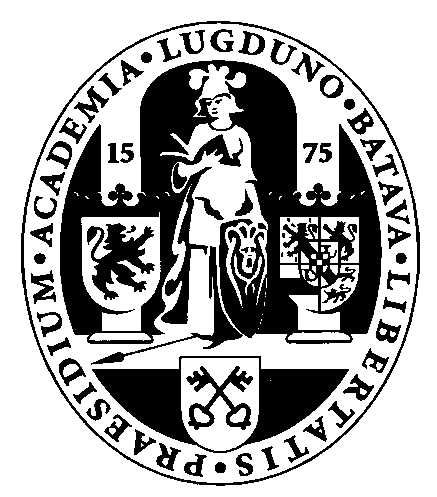
**Leiden University**

**Faculty of Humanities**



**University Teaching Qualification (BKO) Portfolio**

*Version 01-02-2022*

**Name:** *(title, first name and surname)*

**Institute:** *(institute, department, programme)*

**Function:**

**Starting date of appointment:**

**Size of appointment:**

**Tel.no.:**

**E-mail:**

**Date portfolio submitted:**

**Supervisor:** *(person with whom the Performance and Development interview is conducted)*

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NB

* The names and texts within brackets and in italics serve as an example.
* The BKO portfolio comprises a maximum of 15 pages, excluding appendices.

# 1. Reflective report

[Describe in a maximum of 1 A4:

- Your teaching goals and vision: What are your main objectives? What do you wish to achieve in teaching your courses?

- Your teaching strategies and pedagogical method: What kinds of activities, exercises, or other forms of interaction did you employ in order to achieve your goals?

- How do you deal with student diversity (think of ethnicity, gender, sexual orientation, social background, etc.)?  
- Your assessment of your teaching: Did you achieve your intended goals? What do you regard as evidence of successful teaching? How do you reflect on the attached student evaluations?   
- Areas for improvement: What have you learned from your teaching experience so far? What would you do differently in the future?

The committee welcomes critical reflection. Candidates are asked to reflect on their teaching experience and personal development in relation to teaching. Less successful experiences may also be included.]

# 2. Teaching CV

[Describe here the courses in which you are or have been involved since the start of your appointment at Leiden University.]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course title/ level/ course year taught** | **Course designed by** | **Role in course** | **Mode of instruction** | **Number of students** | **Number of class sessions taught by candidate** |
| 1 [*BA1 Statistics]*  [2015-2016  2016-2017] | [*Candidate and others*] | [*Lecturer*] | [*Lectures*] | [150 students] | 1x6 class sessions |
| 2 [*BA2 International Politics*]  [2016-2017, sem.1 & 2] | [*Others*] | [*Tutor*] | [*Tutorials*] | [6 groups of 30] | 6 x 4 class sessions |
| 3 [MA *seminar Science in society]*  *[2014-2015]* | [*Candidate*] | [*Lecturer*] | [*Seminars*] | 20 | 1x 14 class sessions |
| 4 [*MA thesis supervision]*  *[2014-2015*  *2015-2016*] | [*Candidate*] | [*Thesis supervisor*] | [*Individual supervision]* | 6 | Not applicable |
| 5 |  |  |  |  |  |
| 6 |  |  |  |  |  |

# 3. Descriptions of the above-mentioned courses taught by the candidate

[Describe below the three courses (not thesis lectures or thesis supervision) that were agreed at the start of your BKO programme for inclusion in this portfolio.

For instructors 1, 2 and 3, lecturers, senior lecturers and professors

:

* One series of lectures developed entirely by the candidate and taught primarily by the candidate;
* two series of tutorials developed and taught by the candidate; one of these should be on the basis of the assignment format in 3.3.

For staff with a level 4 teacher profile, including tutors and language skills instructors:

* three different series of tutorials taught at Leiden University (not thesis lectures or thesis supervision); one of these should be on the basis of the assignment format in 3.3.]

## 3.1 Course description 1

|  |  |
| --- | --- |
| Course title |  |
| Year, semester |  |
| Level |  |
| ECTS |  |
| No. of students |  |

**3.1.1 Course learning objectives**

[Text from prospectus]

**3.1.2 Content**

[Text from prospectus]

**3.1.3 Role of candidate**

[Describe the role in the design and implementation, and any collaboration with colleagues]

**3.1.4 Design and structure of the course**

[Brief description of the design and structure of the cours: lecture or tutorial, and, if appropriate, other characteristics of the course]

**3.1.5 Evaluation**

[Brief description of the evaluations of the teaching and reflection on feedback by students. The evaluation forms serve as appendix 6. Student evaluations to be added.]

## 3.2 Course description 1

|  |  |
| --- | --- |
| Course title |  |
| Year, semester |  |
| Level |  |
| ECTS |  |
| No. of students |  |

**3.2.1 Course learning objectives**

[Text prospectus]

**3.2.2 Content**

[Text prospectus]

**3.2.3 Role of candidate**

[Describe the role in the design and implementation, and any collaboration with colleagues]

**3.2.4 Design and structure of the course**

[Brief description of the design and structure of the course, lecture or tutorial, and, if appropriate, other characteristics of the course]

**3.2.5 Evaluation**

[Brief description of the evaluations of the teaching and reflection on feedback by students. The evaluation forms serve as appendix 6. Student evaluations to be added.]

## 3.3 Lesson plan for one tutorial

|  |  |
| --- | --- |
| Course title |  |
| Year, semester |  |
| Level |  |
| ECTS |  |
| No. of students |  |

**3.3.1 Course learning objectivess**

[Tekst Studiegids]

**3.3.2 Content**

[Text prospectus]

**3.3.3 Role of candidate**

[Describe the role in the design and implementation, and any collaboration with colleagues]

**3.3.4 Design and structure of the course**

[Brief description of the design and structure of the course, lecture or tutorial, and, if appropriate, other characteristics of the course]

**3.3.5 Evaluation**

[Brief description of the evaluations of the teaching and reflection on feedback by students. The evaluation forms serve as appendix 6. Student evaluations to be added.]

**3.3.6 Additional information**

[Give here any relevant information not mentioned above.]

**3.3.7 Teaching in practice**

[Answer the following questions regarding the courses you have described above.]

* What do you do to gain an idea of the background (motivation, starting situation, available knowledge and expectations) of the students during your lesson (lecture, tutorial with small number of students, project group, practical, etc.)?

Click or tap here to enter text.

* How do you activate and motivate students during your lessons? How do you make sure that they play an active part? Give a few examples from practice.

Click or tap here to enter text.

* How do you give students feedback, i.e. how do you respond to their questions and answers, and to their contribution and attitude during the lesson? Give a few examples from practice.

Click or tap here to enter text.

* How do you deal with differences among students in how quickly they understand things and with diversity (in culture, gender, religion and in terms of handicaps)? And how do you take these differences into account in preparing and giving lessons? Give specific examples that you come across in practice.

Click or tap here to enter text.

* What didactic methods or [activating working methods](https://rise.articulate.com/share/doFkolD02IXwf1U5YliCxcC_27WOejuG#/) (e.g., discussion, think-pair-share, socratic questioning, frontal teaching, etc.) and IT tools do you use in your teaching? Explain how you use these instruments and why.

Click or tap here to enter text.

* Specify the specific learning objectives of one specific lesson. Make sure these are specific and measurable (see p. 35 in [Tips for Tests](https://www.universiteitleiden.nl/binaries/content/assets/science/onderwijs/sterrenkunde/guidetipsfortests.pdf) for how to formulate learning objectives).

Click or tap here to enter text.

* How did you check, during and at the end of the lesson, whether the students had achieved the learning objectives? How did you verify, for example whether the students had understood the material?

Click or tap here to enter text.

* During and at the end of the course there are opportunities for formative and summative tests. Students complete assignments and/or tests where they show whether they have mastered the material. What did you as a teacher want to test students on, and why? Indicate which assignment(s) or assessment method(s) you used and give an (anonymised) example of your own feedback on the student’s work.

Click or tap here to enter text.

* Reflect on the lesson(s). What did you think went well? What do you consider to be areas for improvement and how can you approach these? Base your answer on your own insights.

Click or tap here to enter text.

# 4. Link to Brightspace module

[Include here the link to the Brightspace module for one of the above courses, and give the education development adviser Annebeth Simonsz ([a.simonsz@hum.leidenuniv.nl](mailto:a.simonsz@hum.leidenuniv.nl)) access to this module.]

# 5. Thesis supervision *(if applicable)*

[Describe here how you supervise students, or groups of students, in writing their thesis and indicate the principles that you believe are important. *This paragraph does not apply for teachers with UFO profile teacher 4.*]

# 6. Student evaluations

[Add the student evaluations for the three courses mentioned in section 3.]

# 7. Observations

[The observation forms are sent by the observer(s) directly to the secretary. The observation report should preferably have been discussed with you. Mention here the name/names and contact details of the observer(s), and the date of the observation(s).]

# 8. Certificates

Include the certificates of BKO courses and any other relevant educational and didactic courses. If applicable: include the certificate for the English language test. For example:

[A: Language test ‘English’ Academic Language Centre LEI]

[B: Certificate: ‘Teacher Secondary Education German’]

[C: Certificate: participation in the ICLON ‘Testing and Assessment’ course’]

[D: Certificate: participation in ICLON course on ‘Supervising tutorials’.]