

Portfolio format

Partial University Teaching Qualification for PhD candidates

Name :
Position :
FTE :
Faculty :
Institute :
E-mail :
Telephone :
Date :

Manager / supervisor:



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1 Teaching resume

Include in your teaching resume any courses, previous positions and teaching experience related to (university) education.

1.1 Education (post-secondary)

Date (from/to)	Training course/programme	Institution
- present		

1.2 Previous teaching positions

Date (from/to)	Position and working hours p/w	Institution
- present		

Years of teaching experience in total	
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1.3 Teaching experience

Specify your teaching experience. In particular teaching experience concerning student education. Also experience with refresher courses or teaching of other target groups may be included. Take the past five years as a point of reference. Please also include courses during the current year.

Course title				
University				
Year, semester				
Level				
Credits				
Number of students				
Role of candidate				

Course design/ structure				
Didactical principles/ teaching methods				
Assessments used				

1.4 Educational committees/teaching positions

Are you currently, or have you been, a member of an educational committee?

Educational committee/teaching position	When (from/to)
	From - to
	From - to
	From - to

1.5 Educational/didactic courses, training and educational conferences

Which educational training did you follow? This could include training courses, workshops, study programmes, conferences, etc.

Education	Course duration (in days)	Year

1.6 Additional information

Please add any relevant information which is not yet covered.

Attach relevant appendices to this chapter, for example:

- Certificates of attended didactic training
- Award for education (if applicable)
- Supervisor statement/ evaluation about the provided education

2 Teaching in practice

This section links to the following final attainment objectives:

Attainment objective	Specific criteria
3. <i>Preparing and giving lectures</i>	3.1 Applying the various forms of teaching in a clear and well-structured way (lectures, tutorials, practical sessions). 3.2 Responding to unforeseen developments while teaching. 3.3 Making difficult aspects of the subject accessible for students. 3.4 Making optimum use of the student's starting situation. 3.5 Applying technical instruments effectively in your teaching (ICT, audio, video, etc.) 3.6 Adequate presentation skills (in English or Dutch, or in another language of instruction), both written and oral. 3.7 For those lecturers who will be teaching in English: C-1 level of language ability

Please fill in the sections below. *Maximum page count: 3*

Please specify to which course(s) your answers to the following questions are related.

2.1 What do you do to assess the background (motivation, initial situation, prior knowledge and expectations) of the students in a lesson (a lecture, small group teaching class, project group, practicum, etc.)?

2.2 How do you activate and motivate students in a lesson? How do you ensure that students are active in a lesson? Give a few concrete examples.

2.3 How do you give feedback to students with regards to their questions, answers, contribution and attitude in the lesson? Give a few concrete examples.

2.4 How do you handle differences of understanding and diversity (such as culture, gender, religion, disabilities) among students? And how do you take those differences into account when preparing for and teaching lessons? Give specific examples of what you experience in practice.

2.5 Which didactic methods (e.g. discussion, think-pair-share, socratic questioning, frontal lecturing, etc.) and IT tools do you apply in a lesson? Explain how and why.

2.6 Specify the learning objectives of one specific lesson. Ensure they are specific and measurable (see page 35 in [Tips for Tests](#) on how to formulate learning objectives.)

2.7 How did you check whether the students attained these learning objectives during and at the end of this lesson? For example: How did you check whether the students grasped the subject matter?

3 Observation, evaluation and reflection of teaching

Please fill in the sections below. *Maximum page count: 2*

3.1 Lesson observation(s)

A. Which lesson has been observed (e.g. by the mentor, the supervisor, an educationalist and/ or a colleague)? At least one lesson should be observed.

Lesson 1	Lesson title: Date: Observation done by: (name, position) <hr/>
Lesson 2	Lesson title: Date: Observation done by: (name, position) <hr/>

**B. Reflect on the observed lesson(s). What do you think went well?
Which points could be improved and how are you going to tackle these?
Base your answer on your own reflection and the observation (report).**

3.2 Course evaluation by students

List a summary of the evaluations of **all** courses that you have taught the past 5 years within Leiden University. Include a short description of the questions used in the evaluations.

Reflect on the results; using the feedback students give on open questions, is especially useful for this purpose. Describe what went well, what could be improved and which steps you will take. Add the evaluation reports as appendices.

Evaluation results (example)

Question	Item	course 1	course 2	course 3	course 4
1	<i>Learning gain</i>	3.5	3.8	3.0	4.0
2	<i>Course organization</i>	2.8	3.2	3.4	3.4
3	<i>Course materials</i>	4.1	3.1	4.8	3.6
4	<i>Teacher explains clearly</i>	4.0	4.1	4.2	3.9
5	...				

3.3 Reflection

After having been observed and evaluated and having followed didactical training (if applicable) you have gained many insights regarding your teaching skills. In this paragraph please reflect on the insights you have gathered and what you have learned about yourself as a lecturer. What are your strengths and points to improve and how are you going to continue your professionalization as a lecturer?

Attach relevant appendices to this chapter, as:

- observation report(s)
- course evaluations
- For those lecturers who will be teaching in English: certificaat taaltoets 'Engels' Academisch Talencentrum Universiteit Leiden