

# Portfolio

## Senior Teaching Qualification (SKO)

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



## Content

Teaching CV .....	3
1 Vision on teaching and learning .....	7
2 Creating and developing a didactic design .....	8
3 Preparation and implementation of teaching .....	8
4 Coordinating and assuring the quality of the teaching provided and impact .....	10
Appendices: .....	11

# Teaching CV

Your Teaching CV shows the study programmes you have followed, the positions you have held, and your teaching experience in (higher) education.

## 1. General

Last name	
First names (in full)	
Date of birth	
Place of birth	
Current position	
FTE of appointment	

## 2. Education (after secondary education)

Date (from/to)	Study programme	Institution
- present		
-		
-		
-		
-		
-		
-		
-		

## 3. Positions held

Date (from/to)	Position	Institution
- present		
-		
-		
-		
-		
-		
-		
-		

Total number of years of teaching experience after PhD	
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#### 4. Teaching experience

Display and describe your teaching experience in academic education. Base this on your work over the past five years.

##### Teaching experience

Course, topic, theme	Curriculum component and when delivered	Level/target group (BA, MA, postgraduate programme, other...)	Activity (designing, developing, implementing, supervising, coordinating etc.)

#### 5. Education-related committees and boards/administrative role

Have you participated during the past 10 years, or do you currently participate in an Education Committee, Programme Committee or Board of Examiners, or do you fulfil (or have you fulfilled) an administrative role in the teaching and/or the study programme?

Committee/board/administrative role	When (from/to)
	-
	-
	-

#### 6. Educational/didactic courses, training programmes and education conferences

What training have you followed in the area of teaching during the past 10 years? Examples here could include courses, training programmes, workshops, study programmes, conferences, University Teaching Qualification (BKO) modules, etc.

Training (followed)	Duration of course (in days)	Year


**7. Contribution to educational/didactic courses, training programmes and education conferences**

What contribution have you made to educational / didactic courses, training programmes or education conferences?

Contribution to courses, training programmes or conferences	Year

**8. Teaching prizes and nominations**

Have you ever received an education prize for your teaching or for your block? Or have you been nominated for one?

Prizes / nominations	Year

**9. Grants**

Have you ever applied for or received a grant for a project for educational improvement / renewal?

Grant	Year

**10. Activities in the area of teaching/educational innovation outside Leiden University**

Do you participate in a national consultative committee or are you a member of a board in the area of teaching and education? Are you a member of an association for education? Are you on the editorial board of a journal in the area of education?

National activities in the area of education	When (from/to)
	-
	-
	-

### 11. Publications

Have you published about research on education in your discipline or about education in general? Have any news reports been published about your teaching / educational innovation?

Publications / presentations on education	Year

# 1 Vision on teaching and learning

Criterion 1	<i>Acting from within the academic learning environment</i>
Operationalisation	<ol style="list-style-type: none"><li>1. The candidate is demonstrably able to give concrete expression to how important ways of thinking and acting within his/her domain give direction to his/her vision on teaching and learning.</li><li>2. The candidate is demonstrably able to relate his/her vision on teaching and learning to Leiden University's vision, including the vision on the interrelation between education and research.</li><li>3. The candidate is demonstrably able to realise this vision in practice and to show how these practical experiences have in turn contributed to the development of his/her own vision.</li></ol>

In a maximum of 1000 words, give an explanation of your vision on teaching and learning, as set out in Criterion 1 of the Senior Teaching Qualification (SKO):

You teach in a specific discipline, such as archaeology, theoretical physics or law. After students have received this education, you expect them to have acquired specific ways of thinking and acting and specific attitudes; for instance, that they will be able and inclined to ask specific types of questions and to take a specific approach to developing and critically assessing answers to these questions. The precise form this takes will be different for every discipline: an archaeology student will be expected to display different ways of thinking and acting and different attitudes than a student of theoretical physics or law. In your vision on teaching and learning, you should describe and justify as concretely as possible the ways of thinking and acting and the attitudes that you consider to be important. You should also describe how you recognise whether students have successfully acquired these ways of thinking and acting and attitudes. You should then indicate what educational principles are important for you in realising your vision on teaching and learning in practice. Substantiate these principles on the basis of the nature of your discipline and on the basis of discipline-specific didactic research or educational research. You should also briefly indicate how your own teaching experiences have contributed to the development of this vision. Finally, you should show how your vision on teaching and learning is positioned in relation to [Leiden University's vision on teaching and learning](#).

## 2 Creating and developing a didactic design

Criterion 2	<i>Creating and developing a didactic design, taking account of the context of a curriculum</i>
Operationalisation	<ol style="list-style-type: none"><li>1. The candidate is able to indicate how his/her own teaching fits within the entire curriculum of which it is a part, and contributes to the objectives of this curriculum.</li><li>2. The candidate is demonstrably able to develop coherent learning pathways, which comprise multiple components of a study programme.</li><li>3. The candidate is demonstrably able to develop tests appropriate for the learning objectives in order to advance the learning process (formative) and to assess students' learning performance (summative).</li></ol>

In a maximum of 1000 words, describe a didactic design in which you have been involved (in both the design and the implementation), corresponding to your vision. Formulate the learning pathway concerned and justify the choices you made, on the basis of your vision on teaching and learning. What knowledge and skills should a student have acquired after completing the learning pathway, and how does this contribute to the objectives of the entire curriculum? What principles did you apply in structuring the learning pathway, and why did you choose this structure? How do the various study components contribute to this? Also formulate how you assess students' advances in the learning process and learning performance in a manner that is appropriate for the most important learning objectives.

### 3 Preparation and implementation of teaching

Criterion 3	<i>Preparation and implementation of teaching</i>
Operationalisation	<ol style="list-style-type: none"><li>1. The candidate is demonstrably able to ensure that students acquire the desired ways of thinking and acting.</li><li>2. The candidate shows that he/she has a wide repertoire of didactic approaches, which take account of differences between students.</li><li>3. The candidate is demonstrably able to use educational insights in developing his/her teaching and is able to improve his/her teaching on the basis of systematically collected data.</li></ol>

In a maximum of 1000 words, indicate how you ensure in your teaching that students actually acquire the desired ways of thinking and acting that you described in your vision on teaching and learning. Also describe and justify the didactic strategies you use for this. Describe how you take account of differences between students in this teaching. On the basis of what insights and data do you improve your teaching? Illustrate this with a few concrete improvements you have made in the last two years. Finally, also reflect on the results of the teaching evaluations you have attached to this portfolio.

## 4. Coordinating and assuring the quality of the teaching provided and impact

Criterion 4	<i>Impact on the teaching within one or more programmes that extends beyond the candidate's own teaching.</i>
Operationalisation	<ol style="list-style-type: none"><li>1. The candidate contributes to the development of a content-related and didactic vision on education within one or more study programmes and shows how he/she elaborates this within the study components.</li><li>2. The candidate ensures that the discussion and communication with and between teaching staff are such that the chosen design (see 1. and 2.) is implemented effectively within and possibly outside Leiden University.</li><li>3. The candidate makes a contribution as a 'mentor' to the development of colleagues and/or specialists in his/her own field in their role as a member of the teaching staff.</li><li>4. The candidate is able to interpret data that emerge from the quality assurance system (such as evaluations), and to manage the implementation of improvements arising from these within the various study components.</li></ol>

In a maximum of 1000 words, indicate what contribution you have made to the development of a vision on education within one or more study programmes. How have you ensured discussion and communication with and between teaching staff, and to what extent has this contributed to effective implementation of the vision? How have you made a contribution as a mentor to the development of your colleagues and/or specialists in your field in their role as a member of teaching staff? Do you have, or have you had, an impact in any other way(s) on the teaching that extends beyond your own study components within or outside Leiden University? How do you use data from the quality assurance system, and how do you manage the implementation of improvements arising from the interpretation of these data within the study components?

**Appendices:**

- List of referees (e.g. manager, Programme Director, chair of Programme Committee, chair of Board of Examiners, student), including contact details.
- Student evaluations of 3 courses from the last 3 years, including a reflection written by the candidate.