

Rubric for assessing the Partial UTQ certificate for PhD candidates.

Learning outcome 3: Preparing and giving lectures			
Criterion and requirements	Above required level	Required level	Below required level
<p>3.1 Applying the various forms of teaching¹ in a clear and well-structured way (lectures, tutorials, practical sessions)</p> <p><i>Portfolio assignments: 2.5, 3.1, 3.2, 3.3</i></p>	<p>See <i>required level</i> and:</p> <p>The candidate describes the role and activities of the students and him/herself during the lecture or tutorial.</p>	<p>The described lectures or tutorials have a clear structure and development with a(n):</p> <ul style="list-style-type: none"> - Opening: overview of the content of the lecture or tutorial; learning objectives; relevance; link to previous lecture or tutorial; connection with prior knowledge; - Core: there is an explicit difference between main issues and side issues; the common thread is visible; - Closing: key points are summarised, by the candidate or by the students; a link is made to the next lecture or tutorial. 	<p>The described lectures or tutorials do not have a clear structure and development with a(n):</p> <ul style="list-style-type: none"> - Opening: overview of the content of the lecture or tutorial; learning objectives; relevance; link to previous lecture or tutorial; connection with prior knowledge; - Core: there is an explicit difference between main issues and side issues; the common thread is visible; - Closing: key points are summarised, by the candidate or by the students; a link is made to the next lecture or tutorial.
<p>3.2 Responding to unforeseen developments while teaching</p> <p><i>Portfolio assignments: 2.3,</i></p>	<p>See <i>required level</i> and:</p> <p>The candidate discusses what effect unacceptable (or acceptable) behaviour has on the students' learning and what</p>	<p>The candidate reflects on his/her own actions in response to unforeseen developments, such as:</p> <ul style="list-style-type: none"> - unacceptable behaviour; 	<p>The candidate does not reflect on his/her own actions in response to unforeseen developments, such as:</p> <ul style="list-style-type: none"> - unacceptable behaviour;

¹ The Partial UTQ for PhD candidates focuses primarily on giving a series of tutorial-style education (seminars, tutorials, small-group education)

3.1, 3.2, 3.3	the mutual responsibilities are.	<ul style="list-style-type: none"> - organisational problems; - reactions and interaction that lead to a negative learning environment. <p>The candidate's descriptions reveal that the candidate is able to respond constructively to unforeseen developments, which is beneficial for the students' learning process.</p>	<ul style="list-style-type: none"> - organisational problems; - reactions and interaction that lead to a negative learning environment. <p>The candidate's descriptions reveal that the candidate is not able to respond constructively to unforeseen developments, which is not beneficial for the students' learning process.</p>
<p>3.3 Making difficult aspects of the subject accessible for students</p> <p><i>Portfolio assignments: 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3</i></p>	<p>See <i>required level</i> and:</p> <p>The candidate describes how the content of the lecture or tutorial is attuned to the students' level, background, motivation and interest, on the basis of interaction with the students.</p> <p>The candidate uses a variety of learning methods,² which: are appropriate for the learning objectives of the class and the course; help the students to understand the subject content; and prepare students for the assessment.</p>	<p>The candidate describes how the subject content:</p> <ul style="list-style-type: none"> - is discussed in main issues and side issues that can be clearly distinguished from one another; - is made accessible by using relevant examples (practical or otherwise); - is made accessible through discussion of the subject content with and by the students. <p>The description of the teaching that was provided reveals a deliberate and relevant choice of learning methods.</p>	<p>The candidate does not describe how the material is made accessible with and for the students.</p> <p>There are no main issues and side issues that can be clearly distinguished from one another.</p> <p>The subject content is abstract and complex, there is no discussion of examples (practical or otherwise) and possible applications.</p>
3.4 Making optimum use of the student's starting	See <i>required level</i> and:	The candidate describes how he/she takes account of the students' starting	The candidate does not describe how he/she ensures that the material is

² Learning methods can be understood to include, *inter alia*: think-pair-share, discussion, jigsaw, reflective group discussion, brainstorming, case study assignment, peer instruction, polls (online or otherwise), presentation, etc.

<p>situation</p> <p><i>Portfolio assignments: 2.1, 2.4, 3.1, 3.2, 3.3</i></p>	<p>The candidate gives explicit attention in the lectures or tutorials to discussing the students' starting situation, expectations and assumptions.</p>	<p>situation and makes optimum use of it.</p>	<p>appropriate for the students' background, motivation, previously acquired knowledge, experience and expectations.</p> <p>The candidate assumes that the student population is homogeneous.</p> <p>The candidate does not attune the method of teaching to the specific target group.</p>
<p>3.5 Applying technical instruments effectively in your teaching (ICT, audio, video, etc.)</p> <p><i>Portfolio assignments: 2.5, 3.1, 3.2, 3.3</i></p>	<p>See <i>required level</i> and:</p> <p>There is variation in the technical instruments used by the candidate.</p> <p>Course evaluations and observations reveal that the technical instruments used by the candidate were found to be effective.</p>	<p>The candidate describes why he/she chose to use technical instruments.</p> <p>The technical instruments that are used are appropriate for the teaching and contribute to the students' learning.</p>	<p>The candidate does not describe why specific technical instruments are used and what added value these can have for supporting the students' learning process.</p>
<p>3.6 Adequate presentation skills (in English or Dutch, or in another language of instruction), both written and oral</p> <p><i>Portfolio assignments: 2.7, 3.1, 3.2, 3.3</i></p>	<p>See <i>required level</i> and:</p> <p>In addition to course evaluations, the candidate also uses other sources to obtain feedback on his/her presentation skills.</p> <p>The candidate describes the feedback, including suggestions for improvements.</p>	<p>Course evaluations and observations reveal that the candidate's presentation skills were found to be adequate.</p> <p>The candidate reflects on his/her presentation skills and describes strengths and points for improvement.</p>	<p>The candidate's presentation skills do not contribute to the students' learning.</p>
<p>3.7 For those lecturers</p>	<p>Above C-1 level</p>	<p>C-1 level</p>	<p>Below C-1 level</p>

who will be teaching in English: C-1 level of language ability			
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