

Senior Teaching Qualification, final learning objectives

1 Vision on teaching and learning

Criterion 1	<i>Acting from within the academic learning environment</i>
Operationalisation	<ol style="list-style-type: none">1. The candidate is demonstrably able to give concrete expression to how important ways of thinking and acting within her/his domain give direction to her/his vision on teaching and learning.2. The candidate is demonstrably able to relate her/his vision on teaching and learning to Leiden University's vision.3. The candidate demonstrates explicitly how the interrelation between education and research takes shape in his / her educational vision.4. The candidate is demonstrably able to realise this educational vision in practice and to show how his / her educational vision is reflected in his / her vision on examination; the candidate is also demonstrably able to show how these practical experiences have in turn contributed to the development of her/his own vision.

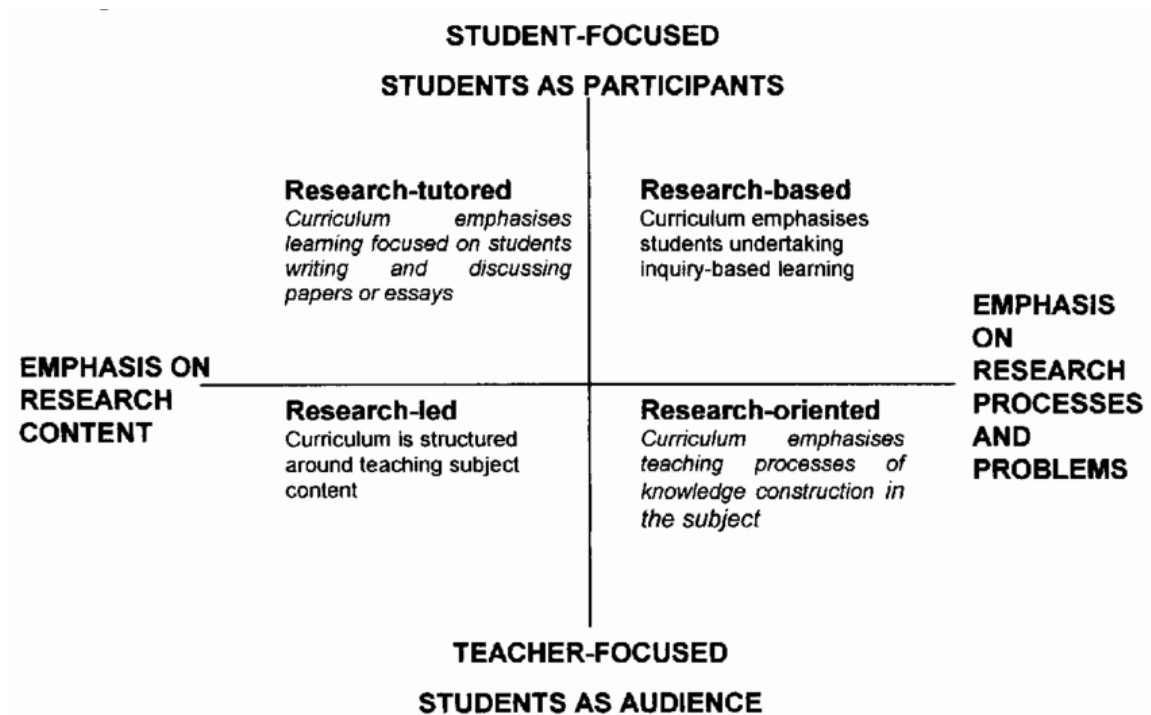
In a maximum of 1000 words, give an explanation of your vision on teaching and learning, as set out in Criterion 1 of the Senior Teaching Qualification (SKO):

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 are able and inclined to ask specific types of questions and to take a specific approach to answering these questions and to critically testing those answers. 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 these attitudes.

In this section, pay attention to how you connect teaching and research. There is no one best way to do this. There is a wide variety of ways in which research and teaching can be linked: teaching about research findings, discussing the design and results of research, showing what it means to be a scientific professional, offering help in conducting research, or discussing research experiences.¹ One option is to use Healey's model (see Figure 1)².

¹ Visser-Wijnveen, Gerda J. , Van Driel, Jan H. , Van der Rijst, Roeland M. , Verloop, Nico and Visser, Anthonya(2010) 'The ideal research-teaching nexus in the eyes of academics: building profiles', Higher Education Research & Development, 29: 2, 195 — 210, DOI: 10.1080/07294360903532016

² Healy 2005



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 expected developments in the future. When formulating your vision, refer explicitly to didactic research or educational research and to relevant external developments (e.g. in society or the labour market). Please also indicate briefly 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">1. The candidate is able to indicate how her/his own teaching fits within the entire curriculum of which it is a part, and contributes to the objectives of this curriculum.2. The candidate is demonstrably able to develop coherent learning pathways, which comprise multiple components of a study programme.3. The candidate is demonstrably able – based on a personal and commonly supported vision on the design and assessment of tests - to develop tests appropriate for the learning objectives in order to advance the learning process (formative) and to assess students' learning performance (summative).

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 learning pathway 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 – based on your personal vision on the design and assessment of tests - 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">1. The candidate is demonstrably able to ensure that students acquire the desired ways of thinking and acting.2. The candidate shows that she/he has a wide repertoire of didactic approaches, which take account of differences between students and which stimulate the responsibility of students for their own learning process.3. The candidate is demonstrably able to use educational and subject-specific insights in developing her/his teaching and is able to improve her/his teaching on the basis of systematically collected data.

In a maximum of 1000 words, indicate how you ensure in your teaching that students actually acquire the desired ways of thinking, attitudes 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 and how you encourage them to steer and monitor their own learning process. 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. Also indicate how you use the results of tests to evaluate the effect of the education offered and adjust the education where necessary.

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">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 and beyond your own study components.2. The candidate ensures that the discussion and communication with and between teaching staff are such that team development is stimulated and the chosen vision on teaching and learning and didactic design (see 1. and 2.) is implemented effectively within (and possibly also outside) Leiden University.3. The candidate makes a contribution as a 'mentor' to the (professional) development of colleagues in their role as a member of the teaching staff and contributes to the academic debate about education (and innovation of education).4. The candidate is able to interpret data that emerge from the quality assurance system (such as evaluations), and to manage the implementation of adjustments arising from these evaluations within the various study components.

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 team development and effective implementation of the vision? How have you made a contribution as a mentor to the (professional) 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? What initiatives have you taken to stimulate academic debate on education (and innovation of education)? 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 of the whole programme i.e. beyond your own teaching?