

Teaching Skills for Lecturers in Universities of Applied Sciences

Programme description 2011/2012



Inhoud

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Teaching Skills for Lecturers in Universities of Applied Sciences

leading to a 'Certificate of adequate pedagogic preparation' ('bewijs van voldoende didactische voorbereiding').

Introduction

How do you stimulate and activate students? How do you create a motivating learning environment? How do you supervise students in a way which provides clear guidance as well as leaving them enough room for personal initiative? How do you teach in a competency-based curriculum and how do you fulfil the various roles you have within this type of curriculum? Which teaching style suits you most? These are some of the subjects that will be dealt with during this course.

Target audience

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The course is designed for HBO lecturers who do not yet possess the 'Certificate of adequate pedagogic preparation' ('bewijs van voldoende didactische voorbereiding'). At many Universities of Applied Sciences ("hogescholen") in The Netherlands, this certificate is a prerequisite for obtaining a permanent position as a lecturer.

To take part in this course, you need to have a teaching position at a hogeschool, or be able to arrange a placement.

Content and goals

The course is adjusted to the competencies profile for HBO lecturers. This profile is presented below. Every competency has a number of indicators. These indicators allow you to tailor the course to your own needs and interests as well as those of the programme in which you teach. At the end of the course, you will have mastered the core competencies at least at a basic level. You will make a portfolio in which you prove that you are competent in these areas.

Teaching competencies

The following teaching competencies form the basis of Teaching Skills for Lecturers in Higher Professional Education (HBO). Both the content and structure of the course are based on these competencies.

1. Interpersonal competency

The teacher requires interpersonal skills when leading, supervising, mediating, stimulating and confronting students (and others). In this way the teacher creates an atmosphere of open communication and a climate of mutual trust and cooperation.

This can be seen from the following indicators:

1. Communicates effectively using verbal techniques (e.g., volume, pace, articulation) and non-verbal techniques (e.g., gestures, appearance, posture).

2. Encourages effective communication by listening, summarising, and by asking about both content and involvement.
3. Shows personal involvement and enthusiasm with individual students and groups.
4. Recognises and identifies individual student and group behaviour, and makes the students aware of this.
5. Corrects undesired behaviour and reinforces desired behaviour.
6. Can justify the way he or she treats students.

2. Pedagogic competency

The teacher requires pedagogic skills when developing, using and evaluating approaches designed to promote the wellbeing of students, to identify developmental and behavioural problems, and to supervise groups and individuals. A pedagogically-skilled teacher creates a safe learning environment in which students can develop themselves into independent and responsible individuals.

This can be seen from the following indicators:

1. Offers a safe environment where students and teachers treat each other with respect.
2. Ensures a learning environment where students can contribute their own input.
3. Regularly uses student input in the teaching/learning process.
4. Encourages students to discuss norms and values.
5. Challenges students to think about their own learning and development.
6. Takes cultural, social and emotional differences between students into consideration.
7. Takes action, when necessary, to improve the social climate in the group.
8. Recognises behavioural problems in students, and when necessary refers them.

3. Field-specific and teaching competency

The teacher requires field specific knowledge and teaching skills when developing, offering, supervising and evaluating learning processes within the specific field; this permits a powerful learning environment to develop.

This can be seen from the following indicators:

Development

1. Ensures that learning activities are meaningful and applicable.
2. Develops different learning paths to respond to the differences between students.
3. Develops both individual and group activities.
4. Develops evaluation tools.
5. Uses written, audio-visual and digital teaching aids to achieve the teaching goals.
6. Adapts existing materials and expands them personally (using questions, suggestions, examples).

Presentation

7. Structures the material clearly.
8. Actively uses the students' previous knowledge and connects to their experience and interests.
9. Employs different methods, recognising the differences between students (their different ways of learning, different levels, and different ways of working).
10. Applies current insights and professional practice in their teaching.

Supervision

11. Supports students in the learning process by recognising questions and problems, addressing them, and responding to them.
12. Evaluates the learning process regularly with the students, both in terms of results and the process.
13. Analyses learning problems (whether general or field-specific), and responds to them or refers students as needed.

Field

14. Draws connections between the content of the field and that of related fields.
15. Is in command of the material.
16. Uses current approaches in the field.

Evaluation

17. Evaluates the learning process and the students' results.
18. Can justify his or her views of the field and the chosen approach.

4. Organisational competency

The teacher requires organisational skills when managing concrete and functional procedures, and when organising and facilitating the learning environment and student learning, as well as when managing and adjusting the lesson plan. In this way, the teacher is able to create a clear, orderly and task-oriented learning environment.

This can be seen from the following indicators:

1. Makes the content, form, structure and relevance of the learning activity clear.
2. Applies rules consistently and lives up to agreements.
3. Makes agreements about the students' tasks and makes it clear what support they can expect.
4. Determines priorities and divides the available time efficiently.
5. Knows how to deal with limitations in the teaching environment and applies alternative approaches when problems arise.
6. Can justify how his or her instruction is organised.

5. Competency cooperating with colleagues and the internal organisation

The teacher requires skills cooperating with colleagues when working at an educational institution. In this way the teacher contributes to a good working environment for the students.

This can be seen from the following indicators:

1. Requests help from colleagues and offers it.
2. Makes his or her own limits clear.
3. Works according to the agreements, procedures and systems that apply to the organisation.
4. Accepts responsibility for the tasks assigned.
5. Contributes to the development and improvement of the programme.
6. Can justify his or her views and approach to cooperating with colleagues within the organisation.

6. Competency cooperating with external organisations

The teacher requires skills in cooperating with external organizations when training new professionals to enter the field. In this way the teacher provides a connection between training and the professional field.

This can be seen from the following indicators:

1. Employs relevant communication skills and techniques.
2. Consults existing information, identifies new information, and makes this available to others.
3. Can justify his or her professional views, approach and way of working.

7. Competency in reflection, research and personal development

The teacher requires additional meta-skills, in order to integrate all the competencies and perform professionally in practice in the field of higher professional education (HBO).

This can be seen from the following indicators:

1. Recognises personal strengths and weaknesses based on actual situations.
2. Reflects on personal behaviour systematically, applying feedback from others when doing so.
3. Is able to recognise the points where personal competencies can be improved.
4. Works on personal development in a structured way.
5. Adjusts personal development to the policy of the program.
6. Adapts when circumstances change and can apply alternative approaches.
7. Keeps abreast of developments in the field.
8. Is open to different ideas and perspectives.
9. Is able to express what is important in his or her professional conduct, and can express the values, norms and pedagogic approaches on which this is based.

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Structure and approach

The course consists of the following elements:

- Learning-on-the-job (140 hours). In your own teaching, you put into practice what you have learned and you use your teaching experiences as input during the training days. You design and adapt existing teaching materials.
- Self-study (80 hours). You work individually on structured assignments.
- Training days (80 hours). You take part in plenary discussions, role plays, peer coaching, microteaching and exercises, both individually and in small groups under supervision of the trainer. You receive feedback from the trainer and from the other participants.

The course makes use of Blackboard for the distribution of course materials and for the submission of assignments,

Portfolio and final interview

During the course, participants create a portfolio that consists of the following:

Curriculum Vitae

In your curriculum vitae you provide information on where you have worked, what your teaching experiences have been so far, as well as details of your own educational background.

Self assessment and learning goals

You make a self-assessment with respect to the HBO teaching competencies, by indicating which competencies you already have and which areas you need to develop. Based on this, you formulate learning goals which you note down in a Personal Development Plan (PDP).

Reflection

Throughout the course you work on your portfolio. You add authentic samples of your work (video fragments, lesson observations, exams, reports, course materials you developed etc). You analyse your own development process and reflect on it. During the course, the portfolio is used to track your development. At the end of the course, it is an important source of information for the final assessment.

Final portfolio

At the end of the course, you make a final portfolio in which you prove that you have achieved your learning goals and that you are a competent HBO-lecturer. You indicate for each competency how you rate yourself with respect to that competency and you explain your rating. You back this up with student evaluations and written feedback from your colleagues and manager. You look back on your development during the course and give an impression of how you see yourself as a lecturer in the future.

On the basis of this portfolio you have a final interview with the trainer. The objective of this interview is to determine the level at which you perform as a lecturer. If you are found to have met the required level of competency, you will receive the certificate of adequate pedagogic preparation.

Practical information

Duration

The course covers 10 days. The total time investment for the course is 300 hours. For lecturers who have already made various kinds of teaching materials - such as lesson plans, written assignments for students, exams, course manuals – 200 hours will suffice.

Participants who do not yet have a position as a lecturer (“apprentice participants”) follow a 15 day in-class placement programme. These participants need to have arranged a placement at a hogeschool of their choice before the start of the course. If you would like more information on the requirements for a suitable placement, please contact the programme assistant.

Preliminary interviews

Before the start of the course, each participant is invited for a preliminary interview with one of the trainers. The interview forms part of the course. The purpose of the interview is to meet the trainer, exchange expectations and discuss the teaching experience and learning goals of the participant. Also, it serves as a starting point for creating a Personal Development Plan.

Course dates

September 26, 2011
October 10, 2011
October 31, 2011
November 14, 2011
November 28, 2011
December 12, 2011
January 16, 2012
January 30, 2012
February 13, 2012
March 5, 2012

The course sessions are from 9:30-17:00.

Location

Amsterdam

Course materials

After the preliminary interview, participants will receive all necessary course materials: a course folder, the course book and information on how to access Blackboard.

Number of participants

The maximum number of participants is 16.

Costs

€ 3.495,- (including course materials and lunches).

Board of Examiners

Assessment and certification falls under the responsibility of the Board of Examiners of the course. The Board of Examiners consists of the following members:

Drs. B. van der Hilst (chair)

Mw. drs. A.C.A.M. Vermeulen (secretary)

Mw. drs. M.A.C.A. Bekers (member)

Drs. S.G.H. Spoelder (member)

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Objections and Appeal

If a participant objects to some aspect of the way in which his work is assessed by a trainer, he can make his objection known in writing to the Board of Examiners. The Board will deal with the objection within 21 days. If the participant is dissatisfied with the way in which the Board has dealt with his objection, he can lodge an appeal with the Board of Appeal of the Hogeschool van Amsterdam. The relevant procedure can be found at <http://www.juridisch.hva.nl/studentenstatuut.htm>.

Trainers

Marieke Parijs

Marieke Parijs is an organisational psychologist, consultant and trainer and has been working in the field of education since 2000. She has gained extensive experience in the areas of teaching and learning, assessments, research, and helping to manage change processes within Higher Education. In addition, she works as an independent consultant, providing training courses and coaching in the areas of personal and team effectiveness. Within the CNA Higher Education Team, she provides training and advice for lecturers working in both sectors (HBO and WO) of Higher Education.

Evelyn van de Veen

Evelyn van de Veen is a teacher trainer and part of the Higher Education team. She mainly focuses on developing and teaching courses in English for lecturers in Higher Education. These courses include general teaching-skills courses, but also courses that develop lecturers' teaching skills in English. In addition, she teaches courses on assessment.

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Before joining CNA, Evelyn worked for Delft University of Technology, first as an English teacher, later on as a teacher trainer and educational advisor. She has a degree in Classics from the University of Groningen, and an MSc in Computer Science from the University of Edinburgh. She worked for Canon Research Centre Europe in the UK for more than seven years, initially as a researcher in the area of Natural Language Processing, later on as the manager of a research group.

Karen van Oyen

Karen van Oyen is a teacher trainer and advisor within the CNA Higher Education team.

She teaches courses on education for lecturers in Higher Education. In addition, she coaches lecturers on professional development, she advises on curriculum design and is closely involved in accreditation of Master's programmes.

She was several years a lecturer on Communication at Saxion Hogeschool Enschede and has over thirteen years' teaching experience as a lecturer at Delft University of Technology (DUT). She used to be a project manager of projects on 'online collaboration in international teams' at DUT.

Since 2000 she is a mediator, with a specific focus on (team-)mediations about collaboration. From 2004 on she has been publishing about mediation. She has a degree from the University of Amsterdam in Speech Communication, Argumentation Theory and Rhetoric.

Information and registration

For further information on course content, please contact

Evelyn van de Veen

Teacher trainer

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For more information on registration and practical questions, please contact

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The Centrum voor Nascholing Amsterdam is located in the building of the Hogeschool van Amsterdam (HvA).

www.centrumvoornascholing.nl

General terms and conditions for training programmes and courses

Open registration

1. Registration

All candidates are required to submit a fully completed application form available on our website www.centrumvoornascholing.nl. Places will be allocated on a first come, first served basis. Registration is only final upon receipt of written confirmation from the secretarial office.

2. Payment

In almost all cases, participants (or their employers) receive an invoice before the training programme or course begins. This invoice must be paid in full within the set period of 30 days.

3. Cancellation by CNA

CNA reserves the right to cancel a training programme or course due to insufficient numbers or circumstances beyond our control. Any payments already received will be refunded in full.

4. Cancellation by participant

If, for whatever reason, you are unable to take part in a training programme or course for which you have registered, you are required to inform us of this in writing.

- If you cancel two months or more before the starting date, you will be charged an administration fee of € 59,50.
- If you cancel later than two months but no later than one month before the training programme or course is due to start, you will have to pay 50% of the costs.
- If you cancel less than one month before the training programme or course is due to start, you will have to pay the costs in full.

5. Partial participation or early termination

If a participant only attends part of the training programme or course, or leaves the training programme or course before it is finished, no refund will be given. Any decision to suspend participation before the end of the training programme or course should be communicated in writing to the secretarial office.

Customized projects

Terms and conditions that apply to customized projects can be obtained from the CNA's secretarial office and are supplied along with the quote.