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|  | hda-logo.png  **Professional Teaching**  **Teaching portfolio for the Certificate in**  **University Teaching "Basic Competencies“.** |
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|  |  |
|  | Name and Date |
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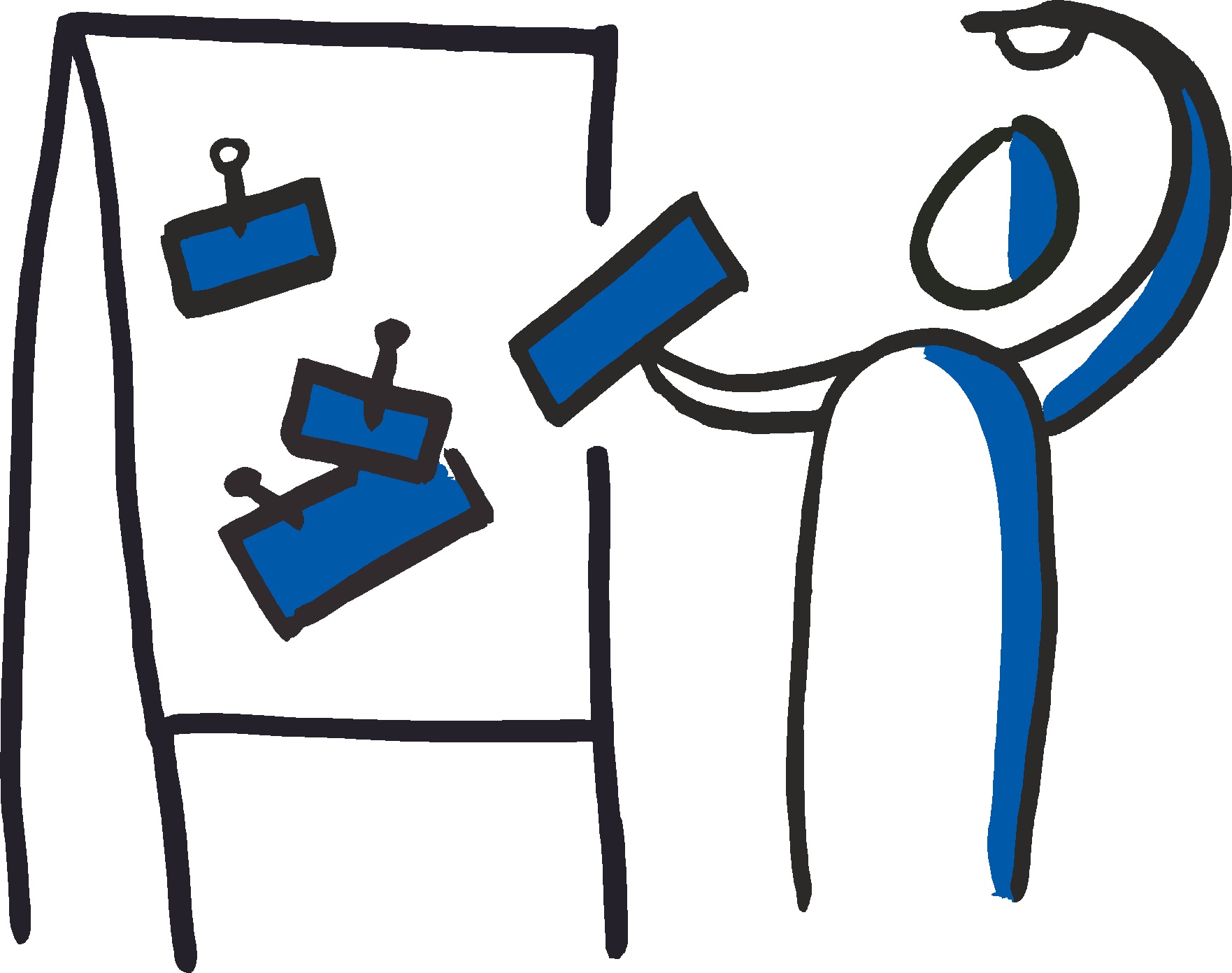
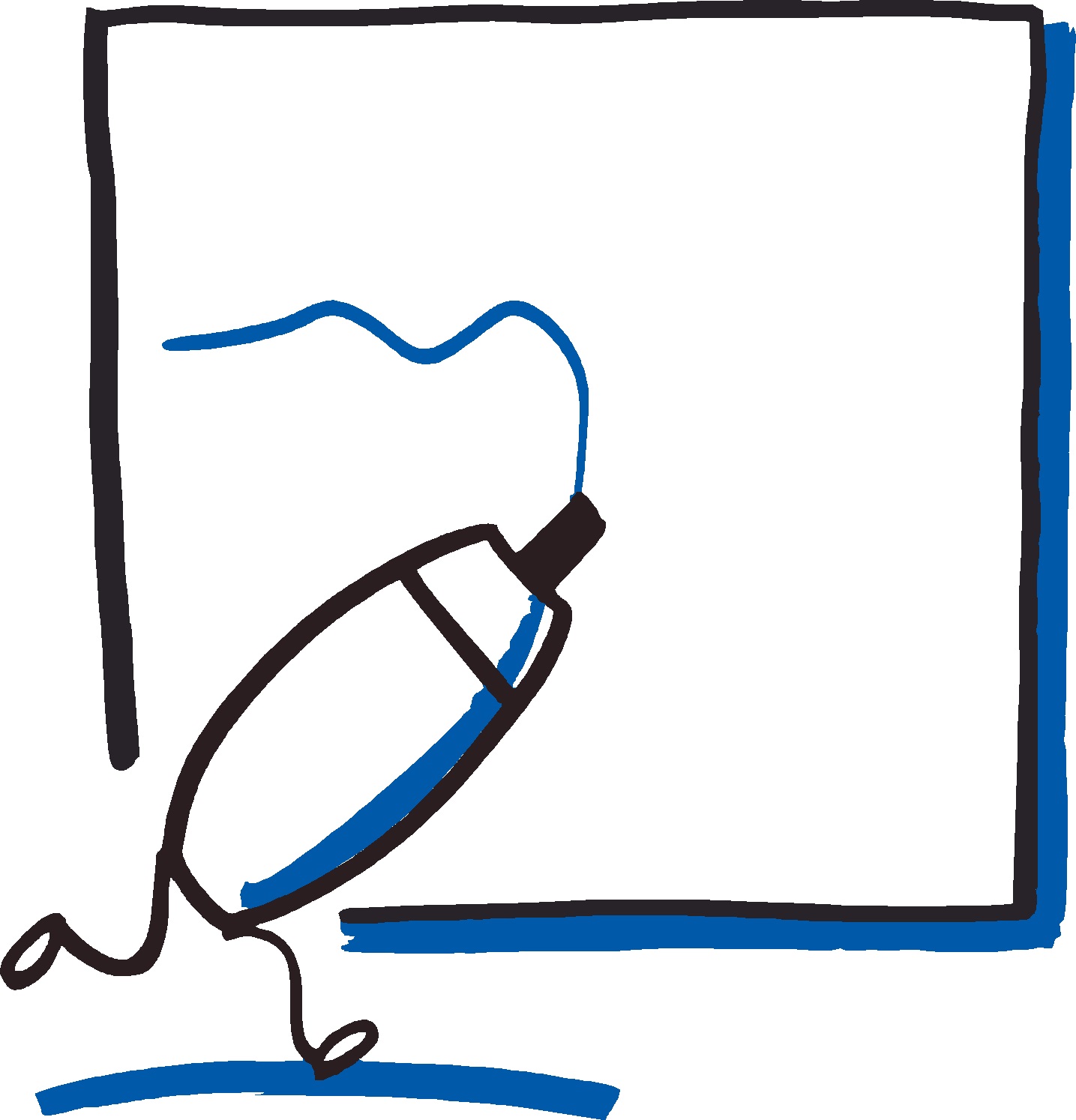
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# tud_logoBrief overview of activities in the certificate "Basic Competencies“

You will complete the Certificate in University Teaching "Basic Competencies" by submitting this teaching portfolio. The teaching portfolio fulfills two functions. First of all, it serves to support your self-reflection. The teaching of reflective competence is an essential goal of training in higher education, so that you are in a position to evaluate your own teaching in a self-directed manner and are open to critical further development. Secondly, the teaching portfolio gives us the opportunity to track your teaching skills and your development. At the end of your certificate, we can discuss your teaching with you on this basis and give you feedback (if necessary, also according to your wishes).

To facilitate the introduction to the teaching portfolio, some of the following reflection tasks are integrated into the Fundamentals Workshop (e.g. task 2). Other tasks can be completed later (e.g. after the peer teaching observation). If you have any questions about the certificate, please do not hesitate to contact the coordinator of the certificate program:

**Dr. Stefan Scheiner**  
Email: [stefan.scheiner@tu-darmstadt.de](mailto:stefan.scheiner@tu-darmstadt.de)  
Telephone: -76669

Please enter here in the short overview your activities in the Higher Education Teaching Certificate „Basic Competences“.

|  |  |  |
| --- | --- | --- |
| **Further training activities** | **Lecturers / Moderators / Supervisors / Observation partners** | **Date** |
| Effective Teaching- Fundamentals |  |  |
| Peer Group Consultation 1 |  |  |
| Peer Group Consultation 2 |  |  |
| Peer Teaching Observation |  |  |
| Workshop 1 [Title] |  | 00.00.20XX (4/8/16 AE, if applicable, from mandatory areas of consulting/supervision or testing/assessment) |
| Workshop 2 [Title] |  |  |
| If necessary, further workshops / learning units |  |  |
| … |  |  |

# Your learning goals/motivation and a brief outline of your teaching situation

What is your motivation to participate in the workshop " Effective Teaching- Fundamentals" and what are your learning goals for your training in higher education didactics?

**Learning goals and motivation:**

What are important aspects to be able to describe your current teaching situation well? For example, it could be relevant how long you have been teaching, which teaching formats you have already carried out or in which department you work and how many students attend your courses. In this short sketch, record what you consider to be an important context for reflecting on your teaching activities in continuing education in higher education didactics.

**Teaching situation/context:**

# Your teaching/learning beliefs

How do you see university teaching? What is good teaching for you? How does the learning function from your point of view? How would you therefore like to promote student learning through your teaching design? What are your didactic principles? In which role do you see yourself as a lecturer?

# Curriculum planning and teaching concept

Within the framework of the Fundamentals Workshop, you will work out the design of a teaching session. Please add your planning in the appendix and justify the conception of your course planning in a continuous text. For example, the use of different methods, the diversity of the students, the given framework conditions, orientation to the competencies of the students ("the shift from teaching to learning"), the fit of competency goals, examination methodology/format and learning activities ("constructive alignment"). How do you concretely implement your teaching beliefs described above? If necessary, please also refer to relevant literature on higher education didactics.

…

# Reflection of the teaching evaluation

In the Fundamentals Workshop you prepared a formative teaching evaluation. Reflect here on your evaluation project and (if you were able to carry it out) on your experiences. Alternatively, you can also reflect on your standard course evaluation. Feel free to use the following questions as a guide:

* What do you expect from the formative evaluation?
* Was the feedback from the students helpful? In what way?
* Did something not work out and would you do it differently next time?

…

# Reflection of the workshops

Describe here what important learning you have gained from the Fundamentals Workshop and from the other workshops.

Helpful guiding questions:

* Which issues in higher education didactics were particularly important for you personally?
* What did you take away from the workshops for your teaching?
* What experiences did you have in implementing them in your own teaching?
* What consequences do you draw for your future teaching?

**Important aspects of the Fundamentals Workshop:**

…

**Important aspects of Workshop [Title]:**

…

# Experiences and conclusions from the teaching observation

As part of the Higher Education Teaching Certificate "Basic Competencies" you have carried out a peer teaching observation. Describe in the following what you have learned from it. What key insights did you gain from the feedback session for your future teaching? What would you like to implement or have you already been able to implement?

…

# Summary

Lastly, describe your learning process so far in the sense of a summary. What has shaped you? What future challenges do you see in teaching? Helpful guiding questions can be:

* What is your personal summary of the training in higher education didactics?
* What have you learned on your way to becoming a professional teacher? What teaching skills have you acquired?
* What has specially helped you?
* What are your planned next steps?

…

# Sources

If necessary, compile texts and sources here that provide an important basis for your explanations.

Appendix Course Planning