

University Teaching Qualification (UTQ) Program

Faculty of Health Medicine and Life Sciences
Maastricht University

Coordinator: Pascal van Gerven (p.vangerven@maastrichtuniversity.nl)
Secretary: Astrid van den Bosch (doc-prof-fhml@maastrichtuniversity.nl)

Taskforce Faculty Development
Department of Educational Development & Research (O&O)
Faculty of Health, Medicine and Life Sciences (FHML), Maastricht University

The aim of the University Teaching Qualification

The aim of the University Teaching Qualification (UTQ) program is to support you as a teacher in developing and improving the competences needed to teach at the university, and to guide you in obtaining a UTQ certificate. The competences are directly related to the core tasks of teachers: development of education, delivery of education, and student assessment. To develop these core competences, it is important that you reflect on your vision of higher education and on how this vision fits into FHML's vision of active and student-centered learning. You gain knowledge about the relevant educational programs and regulations, and about how quality assurance is implemented. In addition, the UTQ program focuses on general professional skills needed to perform the core teaching tasks: keeping expert knowledge up-to-date, learning about the organization and coordination of teaching, collaboration, and reflection. Criteria have been formulated for the three core competences, as well as for the underlying educational vision, knowledge, and skills, which clearly indicate what is expected of teachers in terms of knowledge and skills at the end of the UTQ trajectory (see Appendix 11).

Method

The UTQ program consists of: an intake, competence development, and assessment. These phases are supported in the UTQ program by educational meetings, literature, coaching, and feedback. Based on the intake, you will gain insight into your learning objectives. At that moment, the competence development starts. By means of five course days, teaching delivery in practice, and reflection in the UTQ portfolio, you will work on, and develop, all these competences. During the course days, relevant documents, literature, and experiences are exchanged and practiced. You are expected to prepare for these meetings and to apply the newly acquired knowledge and skills in your own teaching practice.

| Skill hierarchy | | | |
|---|--|--|---|
| Provide education for bachelor's/master's students FHML | | | |
| Development of education | Delivery of education | Student assessment | Evaluation |
| <ul style="list-style-type: none"> • Acquiring knowledge of educational blueprints (framework) • Acquiring knowledge of the educational vision • Collaboration in multidisciplinary teams • Planning the design phase • Determining teaching gains • Determine assessment format(s) <ul style="list-style-type: none"> ◦ Acquiring knowledge concerning assessment blueprint(s) • Selecting learning activities <ul style="list-style-type: none"> ◦ Determining order of activities • Analyzing the target group • Developing teaching material <ul style="list-style-type: none"> ◦ Writing instructions for teachers and students • Testing prototypes (ow) on teachers and students | <ul style="list-style-type: none"> • Instructing <ul style="list-style-type: none"> ◦ Guiding individuals and groups ◦ Providing lectures ◦ Providing practicals • Guiding • Monitoring <ul style="list-style-type: none"> ◦ Activating prior knowledge ◦ Questioning ◦ Contextualizing teaching material ◦ Appeal to the student's own sense of responsibility ◦ Giving feedback ◦ Formative assessment/evaluating • Keeping time • Using digital equipment • Motivating the target group • Facilitating the group dynamics <ul style="list-style-type: none"> ◦ Stimulating collaboration with students ◦ Stimulating collaboration between students • Monitoring the process • Use interaction during teaching • Offering structure | <ul style="list-style-type: none"> • Acquiring knowledge of the assessment plans and EER and R&R • Acquiring knowledge of the assessment cycle • Selecting assessment formats • Design assessment <ul style="list-style-type: none"> ◦ Design answer model ◦ Construct open questions ◦ Closed questions ◦ Formulate an assignment • Try out assessments • Organize the administration of assessments • Providing feedback • Refer to exam committee • Check for plagiarism • Grade assessments • Organize inspection of assessment • Monitoring the progress of students <ul style="list-style-type: none"> ◦ Observing progress ◦ Measuring progress ◦ Report on progress | <ul style="list-style-type: none"> • Organizing evaluation activities students • Designing evaluation plan • Designing plan for improvement based on evaluations <p>Reflecting</p> <ul style="list-style-type: none"> • Acting responsibly • Improving own teaching capabilities • Selecting points for improvement • Changing your professional behavior based on your points for improvement • Reflecting on these improvements in your portfolio |

Program per day

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|-------------|---|---|---|---|--|
| Competence: | development of education | development and delivery of education | delivery of education | delivery of education and student assessment | student assessment |
| Time* | | | | | |
| 9:00 | <ul style="list-style-type: none"> Welcome and getting acquainted Information about the UTQ program Warming up: How do you think about education? Group discussion (Appendix 1) Preparation ADDIE exercise (Appendix 2) | <ul style="list-style-type: none"> Discussion learning objectives: development of teaching Two presentations on teaching according to ADDIE approach (Appendix 3) <div>Start competence: Teaching delivery</div> <ul style="list-style-type: none"> What teacher has inspired you? | <ul style="list-style-type: none"> Discussion learning objectives: teaching delivery (Appendix 5) Feedback exercise (Appendix 6) Microteaching performed by maximally 2 participants | <ul style="list-style-type: none"> Discussion learning objectives: underlying skills (Appendix 7) Microteaching performed by maximally 2 participants | <ul style="list-style-type: none"> Discussion learning objectives: student assessment (Appendix 9) Microteaching performed by maximally 3 participants |

| | | | | | |
|-------|---|--|--|---|---|
| 11:30 | | <ul style="list-style-type: none"> Preparation for concept map assignment | | | |
| | Lunch/assignment | Lunch/assignment | Lunch/assignment | Lunch/assignment | Lunch/assignment |
| 13:30 | <ul style="list-style-type: none"> ADDIE exercise Preparation Day 2 (Appendix 3) Closing | <ul style="list-style-type: none"> Assignment: concept map on teaching delivery Instruction on microteaching (Appendix 4) Preparation Day 3 (Appendix 5) Closing | <ul style="list-style-type: none"> Microteaching performed by maximally 2 participants Preparation Day 4 (Appendix 7) 15:00-16:30 Interactive lecture on instructional design Closing | Start competence: students assessment | <ul style="list-style-type: none"> 13:30-15:00 Interactive lecture on student assessment Information about the completion of the UTQ Written and oral evaluation (Appendix 10) Closing |
| 16:00 | | | | <ul style="list-style-type: none"> Group discussion on assessment (Appendix 8) Microteaching performed by 2 participants Preparation Day 5 (Appendix 9) Closing | |

*All course days start at 9:00 and interactive lectures on Days 3 and 5 start and finish as indicated. Other times may vary. Breaks are included.

Appendix 1

Warming up: How do you think about education?

Instruction

The goal of this session is to let you think about your views on education. How do teachers start an educational task? Do they always begin with an example? Or do they start with a theoretical lesson and then continue with examples or practice? How do they finish? Do they give the students key points or take-home messages and do they summarize? We want you to become aware of, and think about, your teaching activities, and how you can make these most effective. For that purpose, it is important to explore your position on teaching. In the past years, ideas about education have changed based on insights into information processing. These new insights provoke different approaches to learning.

Please read the following propositions and state to what extent you agree or disagree with them. Try to explain your answer.

Proposition 1

Students need to acquire knowledge before they engage in any further educational activities.

Agree / disagree

Proposition 2

Delivery of knowledge should be central to any educational program.

Agree / disagree

Proposition 3

Both teachers and students are aware of the leading principles of problem-based learning.

Agree / disagree

Proposition 4

Students are not active learners by themselves; they need to be stimulated by a teacher/tutor/mentor.

Agree / disagree

Learning objectives

Formulate learning objectives on development of education based on the discussion of the propositions.

Appendix 2

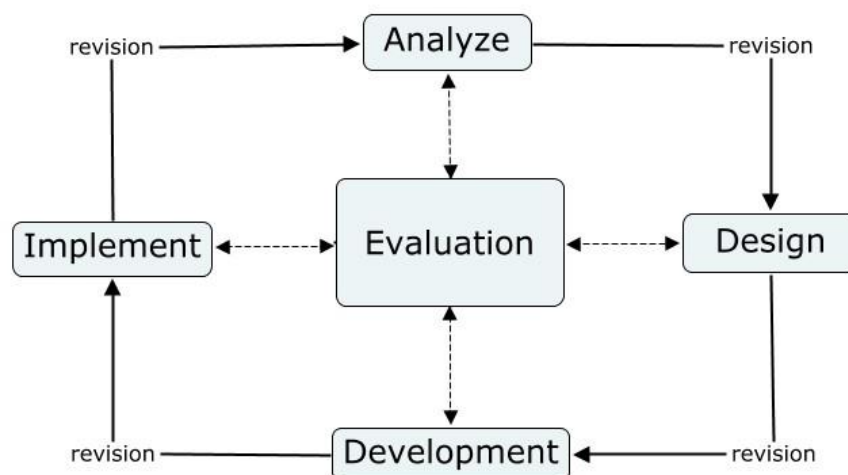
ADDIE model

Over the years, various approaches to instructional design have been developed. One of these approaches is the ADDIE model.

ADDIE stands for the following five phases of instructional design:

- Analyze: determine needs, requirements, tasks, and students' current capabilities
- Design: formulate learning objectives, delivery format, activities, and exercises
- Develop: create a prototype, develop course materials, review, and perform a pilot
- Implement: implement the training, put tools in place, and observe
- Evaluate: check whether goals have been achieved

Four of these five phases follow each other like a cycle. The fifth (evaluation) is a permanent monitoring and adjustment activity, as shown below. This is an important activity during the whole process. By evaluating at different moments, insights can be gained into the quality of the design, based on which improvements can be made.



This educational development cycle can be followed more than once. After successful completion of this cycle, the three most important questions of an instructional designer should have been answered:

- What do I want to achieve?
- How do I want to achieve this?
- How do I know that I have actually achieved this?

Appendix continues on next page >>>

ADDIE process worksheet (Appendix 2 continued)

| Phases of the ADDIE model | Rules of thumb and questions for designing education |
|---------------------------|--|
| Analyze | <p>Explore the problem/the desire or need for change. Identify possible solutions and the desired situation.</p> <p>Determine and analyze the following:</p> <ul style="list-style-type: none"> • The target group: think about level, interest, motivation, age, cultural background (target group analysis). • The needs of the target group for which the problem should be resolved and why (needs analysis). • The needs of (future) work fields for well-trained employees. • The context in which the problem occurs or in which the solution or desired situation must be realized (context analysis). • Previous development experiences (internal orientation). • Inspiring or promising examples and realization of those examples (external and scientific orientation). |
| Design | <p>Use the analysis to come up with ideas, design principles, and requirements for the work form, course book, curriculum, etc. to be developed. Establish the learning objectives. Think about activities and exercises to achieve the learning objectives. Choose an assessment form that follows the principles of constructive alignment.</p> |
| Develop | <p>Work out a design proposal as a first product: a prototype. Develop the course material at the desired user level. Involve students and the workplace in the development.</p> |
| Implement | <p>Perform the designed and developed instruction with the intended target group in the intended situation. This can also be done in the form of a try-out, where the implementation is seen as a pilot. Evaluate the implementation together with the students and involved teachers.</p> <ul style="list-style-type: none"> • Adjust the design, if necessary, based on the results from the evaluation. • Implement the modified design, possibly in more groups or by more teachers. • Evaluate again. Implementation is an iterative process: the development cycle may be repeated several times until a satisfactory result is achieved. |
| Evaluate | <p>Check whether the design ideas, the design proposal, the prototype, and the final product are sufficiently relevant, consistent, usable, and effective. Evaluate regularly. At the end of the cycle, the following questions should have been answered satisfactorily:</p> <ul style="list-style-type: none"> • What did I want to achieve? • How did I do that? • Have I finally achieved what I wanted to achieve? |

Appendix 3

Learning objectives

Prepare the learning objectives you formulated after the group discussion using the literature on the development of education. In doing so, please focus on at least one instructional design approach other than ADDIE. Discuss what you have read at the beginning of Day 2.

ADDIE design

Design and justify a teaching element (course, workshop, lecture, etc.) you are involved in using the ADDIE process worksheet. Add this design and the justification to your portfolio. Two participants are invited to present the design and justification on Day 2.

Appendix 4

Microteaching: options

Give an interactive lecture

- Use a digital tool to optimize interaction (e.g., Kahoot!, Wooclap, GoSoapBox)
- Use at least one technique described in the literature on interactive lecturing
- Briefly describe your approach in terms of the ADDIE model
- Is there constructive alignment? How does this show?
- Apply the three Cs (principles of PBL)
- Activate the self-management and responsibility of the students
- Describe your personal learning goals

Tutor a PBL group

- Formulate a critical incident
- Use a motivation theory described in the literature
- Briefly describe your approach in terms of the ADDIE model
- Is there constructive alignment? How can you tell?
- Apply the three Cs (principles of PBL)
- Activate the self-management and responsibility of the students
- Describe your personal learning goals

Give a practical/training/workshop

- Use a theory on learning skills
- Apply cognitive and corrective feedback as described in the literature
- Briefly describe your approach in terms of the ADDIE model
- Is there constructive alignment? How does this show?
- Apply the three Cs (principles of PBL)
- Activate the self-management and responsibility of the students
- Describe your personal learning goals

Provide supervision/coaching to an individual or group

- Use a reflection instrument (STARR or feedback rules)
- Pay attention to student characteristics described in the literature
- Briefly describe your approach in terms of the ADDIE model
- Is there constructive alignment? How does this show?
- Apply the three Cs (principles of PBL)
- Activate the self-management and responsibility of the students
- Describe your personal learning goals

Appendix 5

Learning objectives

Prepare the learning objectives emerging from the concept map on teaching delivery. Discuss this at the beginning of Day 3.

Preparation

Maximally four participants prepare a microteaching session (interactive lecture, tutorial group, practical, or individual supervision) for Day 3. Use the ADDIE model to explain your approach.

Appendix 6

Feedback exercise

Here are some examples of feedback. Discuss every fragment and evaluate whether it is good or bad feedback and why.

Example 1: "You are always so arrogant."

Example 2: "The way you say this, with so many difficult words and with such a loud voice, overwhelms me. I don't know what to say."

Example 3: "You're so confident that I don't dare to interrupt you."

Example 4: "If you talk to me like this, I don't know what to say anymore."

Example 5: "In this group, the collaboration leads to absolute nothing."

Example 6: "When I was speaking, all of you started to chat. What I was saying was not interesting enough, apparently. So I decided to shut up."

So what are the "rules" of good feedback?

1.

2.

3.

4.

5.

Appendix 7

Learning objectives

Discuss and specify, if necessary, the following learning objectives on the educational organization of FHML and collaboration. Discuss this at the beginning of Day 4.

Organization of education at FHML

- What does the organogram of the Institute for Education FHML look like?
- What are the role and task divisions within FHML? Think of A, B, and C roles, the role of the Exam Committee and the Education Program Committee.
- What do you think of the career policy for education within FHML?

Collaboration

- What is needed to optimize collaboration in developing, delivering, and assessing education?

Observation assignment: teaching delivery

Describe in your portfolio your observations of teaching delivery:

- Observe one or more colleagues during their teaching delivery.
- Ask a colleague to observe you during your teaching delivery.
- Explicitly ask colleagues and students for feedback. Reflect on what went well and what could be improved. Substantiate these results and provide advice for improvement based on new insights. Use an evaluation form if you wish.

Preparation

Maximally four participants prepare a microteaching session (interactive lecture, tutorial group, practical, or individual supervision) for Day 4. Use the ADDIE model to explain your approach.

Appendix 8

Propositions on assessment

Discuss the following propositions on assessment:

Proposition 1

At some point in any course, you need a high-stakes assessment to decide whether a student passes or not. The purpose of an assessment is just to facilitate this decision.

Agree / disagree

Proposition 2

Students do not want to improve their knowledge and skills. They just want to know whether they are able to pass the test or not.

Agree / disagree

Proposition 3

Learning activities drive the assessment, not the other way round.

Agree / disagree

Proposition 4

One test is enough to determine whether a student has met the intended learning outcomes.

Agree / disagree

Proposition 5

A valid test is also a reliable test.

Agree / disagree

Learning objectives

Formulate learning objectives on assessment based on the discussion of the propositions.

Appendix 9

Learning objectives

Prepare the learning objectives emerging from the discussion on assessment. Discuss this at the beginning of Day 5.

Preparation

Maximally three participants prepare a microteaching session (interactive lecture, tutorial group, practical, or individual supervision) for Day 5. Use the ADDIE model to explain your approach.

Appendix 10

UTQ program evaluation

| | | Fully disagree | Disagree | Neutral | Agree | Fully agree |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | The program has met my expectations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | The program was tailored to my prior knowledge. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | The program has provided me with new information. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | The objectives of the program were clear. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | The objectives of the program have been achieved. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | The objectives of the program are relevant. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Overall, I am satisfied with the program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | I would recommend the program to my colleagues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | Participation in the program has stimulated my development as a teacher. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | The topics of the program were relevant to my work as a teacher. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | The outcomes of the program are immediately applicable to my teaching. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | Participating in the program has changed the way I work as a teacher. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. | Learning in the group has been a positive experience. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | The course days were productive. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | The course days were motivating. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | During the course days, I received sufficient feedback on my teaching performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | The feedback on my teaching performance was useful. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. | There was sufficient opportunity to reflect on my teaching. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. | The suggested literature was useful. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. | The portfolio is a useful instrument for acquiring the intended teaching competences. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

21. I particularly appreciated the following aspects of the program:

22. In my opinion, the following aspects of the program could be improved:

23. Why did you get into the UTQ program (multiple options possible)?

- ☐ Because the UTQ is a requirement for the teaching I do, or want to do.
- ☐ Because the UTQ is required by my department.
- ☐ Because the UTQ is crucial for my career.
- ☐ Other (please specify): ...

24. What would be your overall grade of the UTQ program on a ten-point scale?

Appendix 11

UTQ COMPETENCES AND ASSESSMENT CRITERIA

Competence 1. Development of education

The competence “development of education” includes the following criteria:

- Able to apply the educational principles of active, student-centered learning in the development of education.
- Able to explain the position of their part of the curriculum in relation to the structure and the intended learning outcomes of either the entire curriculum or the relevant part of it.
- Able to justify the educational design choices made for different parts of the curriculum, such as a course, workshop, training session(s), or lecture.
- Able to identify characteristics of the target group, such as prior knowledge, and design education based on these characteristics.
- Able to clearly express and communicate the educational objectives (intended learning outcomes) to students.
- Able to align the intended learning outcomes, teaching and learning activities and assessment methods using the principles of constructive alignment.
- Able to integrate ICT and/or digital tools in the educational design in a relevant manner.
- Able to improve education based on student evaluations, teaching experience and recent educational insights.

Competence 2. Delivery of education

The competence “delivery of education” includes the following criteria:

- Able to apply the educational principles of active, student-centered learning in teaching.
- Able to adopt various educational roles, such as tutor, thesis supervisor, coach, mentor, or lecturer.
- Able to identify differences in prior knowledge and background of students and address these.
- Able to encourage students to embrace the educational principles of active, student-centered learning.
- Able to supervise students individually and in groups and provide constructive feedback.
- Able to recognize group dynamics and to deal with this.
- Able to analyze strengths and weaknesses of own teaching performance and to adjust activities accordingly.

Competence 3. Student assessment

The competence “student assessment” includes the following criteria:

- Acquainted with the assessment policy, the Education and Examination Regulations (EER), and the Rules and Regulations (R&R) of the faculty and able to apply these.
 - Acquainted with the assessment cycle and able to justify the choices made in each step.
 - Able to choose and implement an appropriate assessment method based on the principles of constructive alignment.
 - Able to use relevant assessment methods that meet the quality criteria of validity, reliability, and transparency.
 - Acquainted with the difference between summative and formative assessment and able to apply them effectively.
 - Able to define criteria for different assessment methods in order to assess students and provide feedback.
 - Able to assess students based on predefined criteria.
 - Able to give students constructive feedback based on the formulated assessment criteria.
-

Underlying vision, knowledge, and skills

The competence “underlying vision, knowledge, and skills” includes the following criteria:

Education vision

- Acquainted with the educational vision of UM, the faculty and the relevant degree programs.
- Able to show that own educational vision aligns with the educational vision of UM, the faculty and the relevant degree programs.
- Able to explain how they perceive the role of teacher in the student learning process and what they want to achieve in teaching.

Knowledge of relevant educational programs and regulations

- Acquainted with the educational programs to which the teaching activities belong.
- Understand faculty-specific regulations, roles and task allocations, such as the role of the Board of Examiners and the role of the Program Education Committee.
- Acquainted with the faculty-specific agreements and regulations regarding coordination, examination and educational quality assurance.

Knowledge of educational quality assurance

- Acquainted with how teaching activities are evaluated, and able to interpret the results in order to improve education.

Keeping expert knowledge up-to-date

- Acquainted with how teaching activities are evaluated, and able to interpret the results in order to improve education.

Organization and coordination of teaching

- Able to organize and plan the development of educational materials, exams, administrative embedding, and finalization of teaching activities.

Cooperation

- Able to work together with colleagues to develop and coordinate teaching activities.
- Request advice from colleagues when developing education and teaching.
- Able to give constructive feedback to colleagues on their education and teaching.
- Contribute actively to knowledge exchange and sharing experiences.

Reflection

- Collect and request feedback on the developed educational materials (including assessment) and the delivered teaching in order to improve these.
- Able to reflect on the developed educational materials, the delivered teaching and the feedback received, and to improve teaching based on these reflections.
- Able to analyze difficult situations and less successful interventions and to suggest points for improvement based on the analyses.
- Able to reflect on their performance as a teacher and to continuously develop in this role based on these reflections.
- Set goals for further professional development as a teacher.