Aalborg Universitet

AALBORG UNIVERSITY
DENMARK

An Inventory for Self-assessment of Teaching Competences as Foundation for Faculty Development Training

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Link to publication from Aalborg University

Educational Resumé

1. Personal data	
Name	
Year and date of birth (month-day-year)	00-00-0000
Date of completion of the form	00-00-0000
Discipline, graduated	
Highest degree	
Start of employment as professor	00-00-0000
Discipline teaching	
Teaching task in hours/week (last year)	

2. Educational tasks	never	sometimes	regularly
Course construction			
Lecturing and instruction			
Curriculum design			

3. Curriculumphase	hours/week
Bachelors programme	
Masters programme	

4. Educational formats	never	sometimes	regularly
Lecture large groups > 80			
Lecture medium groups >25 < 80			
Practice instruction			
Project facilitator (tutor)			
Individual supervision			
E-learning			
....			

5. Courses on didactics and /or teaching in Higher education				
Course	Offered by	Short description	Study load	Year

6. Course you have been teaching during the past five years				
	Course	Discipline	Format	Study load
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

7. Checklist didactic competences: I am able to …….

Educational objectives	1 = not at all; 2 = nearly; 3 = sufficiently ; 4 = well ; 5 = very well
1. ... to formulate operational educational objectives for a course	1 - 2 - 3 - 4 - 5
2. ... to choose the correct educational format given a set of objectives	1 - 2 - 3 - 4 - 5
Projects and PBL	
3. ... to collaborate in the design of a project, including assignments and student guide	1 - 2 - 3 - 4 - 5
4. ... to act as a facilitator to groups of students working on a project, including giving effective feedback	1 - 2 - 3 - 4 - 5
5. ... to define the criteria for assessment of individual and group performance in project work	1 - 2 - 3 - 4 - 5
6. … to assess individual learning outcomes for project work	
Practice Instruction	
7. ... to develop a practice assignments, including student guide	1 - 2 - 3 - 4 - 5
8. ... to organise and supervise a practice assignment	1 - 2 - 3 - 4 - 5
9. ... to define the criteria for assessment of performance of a practice assignment	1 - 2 - 3 - 4 - 5
10. … to assess individual learning outcomes for a practice assignment	1 - 2 - 3 - 4 - 5
Lecturing	
11. ... to develop a plan for lecture course, including detailing the contents and the writing of a student guide	1 - 2 - 3 - 4 - 5
12. ... to prepare running develop a lecture course, including the preparation of presentation slides and home work assignments	1 - 2 - 3 - 4 - 5
13. … to give a lecture course, including an interactive exchange with the students (questions and answers)	1 - 2 - 3 - 4 - 5
14. … to construct a test to assess the individual learning	1 - 2 - 3 - 4 - 5
Individual supervision	
15. ... to make a plan for supervision of an individual project	1 - 2 - 3 - 4 - 5
16. ... to give feedback on the performance on an individual project	1 - 2 - 3 - 4 - 5
17. ... to define the criteria for assessment of the performance on an individual project	1 - 2 - 3 - 4 - 5
18. … to assess learning outcomes for a an individual performance	1 - 2 - 3 - 4 - 5
E-learning	
19. ... to develop an online learning environment, including a digital a student guide	1 - 2 - 3 - 4 - 5
20. … to manage an online learning environment, including interaction and feedback	1 - 2 - 3 - 4 - 5
21. … to construct an online test for assessment of learning outcomes	
Assessment	
22. ... to motivate the choice for an assessment format in relation to the learning objectives	1 - 2 - 3 - 4 - 5
23. … to construct items for a multiple choice-examination	
24. … to construct open-ended questions, including an answer model	1 - 2 - 3 - 4 - 5
25. ... to conduct an oral examination	1 - 2 - 3 - 4 - 5
International education	
26. ... to teach in English	1 - 2 - 3 - 4 - 5
27. ... to produce study materials in the English language	1 - 2 - 3 - 4 - 5
28. … to construct an examination in the English language	
Evaluation	
29. ... to report on the educational quality of a course or curriculum, including a plan for improvement of weak elements	1 - 2 - 3 - 4 - 5
30. ... to reflect on my own competencies as a teacher in all different facets (design, construction, delivering and management of education)	1 - 2 - 3 - 4 - 5

11. Additional comments:

- Use the back of the form or a separate sheet -