



**Self Evaluation - Teaching**

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| Name PhD Candidate |  |
| Startdate Contract |  |
| Your phase in PhD contract (year) |  |
| Department/ cluster LACDR |  |
| Teaching assignment | Lecture/ laboratory course/ other:… |
| Name of course |  |

1. **Design of the education/ teaching**

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| 1. **Describe the characteristics of the students and the group, (e.g. phase in study, size, knowledge level, etc.) (max 100 words)** |
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| 1. **Describe the objective of the teaching assignment and the constructive alignment[[1]](#footnote-1) in the course. How does this relate to the vision of the Faculty of Science on education and teaching (**[**hyperlink to vision**](https://www.universiteitleiden.nl/en/about-us/profile/institutional-plan-2015-2020-freedom-to-excel)**)? (max 100 words)** |
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1. **Teaching process**

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| 1. **Evaluate the teaching format and ICT applications you have used (max 100 words).** |
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| 1. **What was the level of participation? What approach have you taken to maximize participation? (max 100 words)** |
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| 1. **How do you evaluate the interaction you had with the students and the interaction among students (e.g. answering questions, participation in discussions, etc.) (max 100 words)** |
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1. **Learning progress**

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| 1. **How did you monitor the learning processes and the students’ progress in knowledge and skills during the course (e.g. by asking questions and feedback)? (max 100 words)** |
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| 1. **Did you participate in the students’ formal assessment (e.g. exams and assignments)? If yes, please explain your part. (max 100 words)** |
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1. **Evaluation**

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| **Describe the outcomes of the general course evaluation and how these outcomes reflected on you as a teacher? (max 100 words)** |
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1. **Reflection**

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| **Describe the lessons you have learned teaching this course. What are you planning to do differently next time you teach this course or a similar one? (max 200 words)** |
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***Date Signature Name Position***

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of the course

1. The concept of ‘constructive alignment’ was discussed in the training session of this course. Also see John Biggs and Catherine Tang (2007). [↑](#footnote-ref-1)