Sample Questions:
Reflection Diary – Portfolio

As part of the tutor training, create an individual portfolio about your role as a (prospective) tutor on an ongoing basis from the time you attend the initial training until you complete the tutor training.

Why create a portfolio:

Your finished portfolio should give you confidence in your teaching ability as a tutor. The reflective process you present serves as a reassurance that you are improving your skills and make the most of your tutorial course.

To be able to reflect better on your work as a teacher, you need to learn to recognise your own strengths and areas you (still) need to develop - also in the future.

How to create a portfolio:

Step 1: Take uncensored notes of your development process as a tutor (private reflection).

Create and collect documents that show and reflect on your competences and development: your own reflective texts, sketches, audio files, research articles... Everything is allowed (for now)!

Step 2: At the end, choose what you want to share with us (public reflection).

The portfolio you submit does not have to be a complete documentation of your development on all levels. However, it should show clearly that you are reflecting on your activities and trying to optimise them: present your (teaching) competences, describe them and take a look at them in a differentiated way.

Exemplary Questions

Before the tutorial course

How am I doing today? (thoughts, feelings, body) What am I looking forward to in the tutorial course? What should I do to feel comfortable when teaching?

After the tutorial course

How did I feel during the tutorial course? How am I doing now?
What is that, that has made me feel / is making me feel this way? What do I think about it? What did help me / would have helped me on teaching with joy?
What do I intend to do next time?

Which teaching and learning objectives did I consider when planning the tutorial session and were they achieved?

Where was I expecting the most challenging difficulties, e.g. when planning the time for the different activities, when structuring the tutorial course, or when having to simplify and reduce the learning contents? In which processes and actions did I feel most unsure?

Which suggestions or ideas from the tutors' qualification programme have I incorporated in my own tutorial course (e.g. didactic methods, motivational factors, feedback...)?

Formal Criteria

• Language: first person perspective ("I think, I find, I want, I can, I will, I feel…").

• Grammatical correctness, correct spelling

• Page numbers

• Max. 10 pages (excluding appendix)

• Submission no later than 4 weeks after attending the 2nd workshop

   • in person at our office (ZfbK, Leihgesterner Weg 52, 35392 Gießen, Room 217)

   • by mail (tutorenqualifizierung@zfbk.uni-giessen.de)

   • via ILIAS

Assessment

We assess the portfolio as "passed" or "failed" according to the following assessment criteria:

Which "red thread" runs through the portfolio?

What development is made visible? How is this development shown?

Is the ability to reflect made clear?