**Analysis of the Teaching Development**

In preparing the analysis, instructors rely on the principles of [Good Practice of Teaching](https://ut.ee/en/content/good-practice-teaching), selecting 1-2 of the most important ones from their teaching perspective. The self-analysis (recommended length up to 5 pages) includes an overview of the lecturer's understanding of teaching and an analysis of regular teaching activities and teaching development.

1. **Lecturer’s Understanding of Teaching**

The understanding of teaching reflects the lecturer’s views on learning and teaching, the roles of students and instructors, and their teaching goals.

* + Describe your understanding of learning and teaching.
	+ Highlight your teaching goals.
	+ Explain how your understanding of teaching is realized in actual teaching practice.
1. **Self-Development**

In the self-development section, lecturers outline how they have developed their teaching skills over the past five years.

* + What opportunities for self-development have you utilized in the past five years (trainings, conferences, consultations, independent reading) and what benefits have you gained from them?
	+ What teaching-related presentations have you made or teaching-related articles have you published?
1. **Teaching Analysis**

While analyzing teaching, lecturers highlight the changes they have made in their teaching practice and how these changes have supported student learning.

* + What changes have you made in teaching over the past five years? What new ideas have you implemented in teaching and mentoring?
	+ What prompted you to make these changes (e.g., your own studies, feedback from students or colleagues)? How have the changes supported student learning?
	+ What conclusions have you drawn from analyzing student feedback?
	+ What examples or materials (e.g., feedback summaries, video clips, Moodle) would you like to include in the analysis?