

DEMO 3 Lecturer

Examination Requirements



ENTERPRISE ENGINEERING
institute

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Introduction

- This document, titled “DEMO 3 Lecturer Examination Requirements”, contains the requirements necessary to obtain a DEMO 3 Lecturer diploma.
- The requirements are determined by the Examination Commission of the Enterprise Engineering institute on December 29th, 2017.
- Hereafter, a person who applies for a DEMO 3 Lecturer diploma is called “the applicant”.
- The following documents are considered to be an integral part of this document:
 - DEMO-3 course objectives v6
 - DEMO-3 didactic foundations v1
 - DEMO-3 training methods v3



Examination Requirements - general

- The applicant must have a DEMO-3 Master diploma, or being exempted from it by the Examination Commission of the Enterprise Engineering Institute.
- The applicant must be able to provide evidence of teaching capabilities, either as teacher in regular educational institutes, or as teacher of separate courses or by providing other evidence, such as a one hour test lesson.
- The applicant must be knowledgeable about the contents of the documents "DEMO-3 didactics", "DEMO-3 course objectives" and "DEMO-3 training methods".
- The DEMO 3 Lecturer exam consists of a one hour test lesson (of either the DEMO Bachelor or the DEMO Master course) by the applicant.



Examination Requirements: the test lesson

In the test lesson, the applicant must show that he/she:

- masters the **content** of the subjects being dealt with (including “knowing what you know & do not know”);
- accommodates to different **student learning styles** – especially “from concrete to abstract” or the other way around – by adequately mixing theory with to-the-point examples;
- knows to select the proper **type of learning** in a given situation (see the document “DEMO-3 training methods”, slide “Types of learning”);
- knows to apply particular – at least two different, consciously chosen – **training approaches** for particular subjects (see the document “DEMO-3 training methods”, slide “Teaching approaches”);
- knows how to constructively and honorably deal with the broad spectrum of student **attitudes**, from extremely interested and motivated, to extremely defensive and indifferent;
- knows how to constructively and honorably deal with the whole range of **interactions** with students, from easy factual questions via skeptical responses to remarks that convey distrust in his/her competence.

