UNIVERSITY OF HELSINKI
Assessment of teaching skills

At the University of Helsinki, *teaching skills* are assessed when recruiting teaching and research staff, as well as when applying for the title of docent. The assessment of teaching skills must take into account the applicant's teaching skills as a whole. The assessment must take into consideration the areas of teaching skills stated in the Regulations of the University of Helsinki (section 34): teaching experience, pedagogical training, the ability to produce learning material, other teaching merits and, if necessary, a demonstration of teaching skills, as well as participation in doctoral education. A five-step written scale, that conforms to section 37 of the Regulations on Degrees and the Protection of Students' Rights, in which the grade Good represents the intermediate level, will be used for the assessment.

The areas of assessment of teaching skills have been compiled into an assessment matrix for teaching skills, where requirements for the grades have been specified separately for each area. Each area of assessment must be graded in accordance with the matrix. The overall grade for teaching skills is not necessarily the mathematical average of the assessed areas; rather, different areas may compensate each other or be emphasised to varying degrees in relation to the position in question and its requirements.

In accordance with the Regulations, one area of teaching skills is a *demonstration of teaching skills*. A separate assessment matrix for the demonstration of teaching skills has been drafted. The demonstration areas must be assessed in accordance with the matrix, and the grades given to individual areas may compensate each other when determining the overall grade. The grade given for a teaching demonstration must be taken into consideration when assessing the overall teaching skills.

As specified in the Regulations of the University of Helsinki, the minimum requirements for teaching skills vary between positions. This must be taken into consideration when assessing teaching skills and their sufficiency in relation to the position to be filled.

ASSESSMENT MATRIX FOR TEACHING SKILLS: assessment of submitted written material

Assessment / Areas of assessment of teaching skills	Fail	Passable	Satisfactory	Good	Very good	Excellent
1. Teaching experience and development - Extent of teaching experience - Quality and diversity of teaching experience - Applicant's own teaching and assessment methods - Supervision of bachelor's and master's theses - Development of teaching methods and using feedback for the development of teaching	- No teaching experience - No details on using assessment and teaching methods - No supervision experience - No evidence of developing teaching and using	- Limited teaching experience - Little variance in teaching methods. Participation in the assessment of students' skills, but not in the planning of assessment - Limited experience in thesis supervision, e.g., an unfinished thesis under supervision	- Experience from teaching various courses - Experience in various teaching methods and homogenous assessment methods - Experience in supervising completed theses - Some experience in developing teaching, but no evidence of using	- Experience from teaching various courses AND has been responsible for planning and providing courses - Planning and experimenting with various teaching and assessment methods, with consideration given to students' active	- Teaching experience at varying levels (bachelor's, master's, doctoral or equivalent) AND has been responsible for planning and providing several courses - Planning and experimenting with	- Teaching experience at varying levels (bachelor's, master's, doctoral or equivalent) AND has been responsible for planning and providing several courses at different levels - Planning and target-oriented development of teaching and assessment methods in a pedagogically justified manner, as well as evidence of the development work having a

	feedback to develop teaching	- Individual examples of feedback received, but no evidence of using it	feedback	studying and learning - Supervision of several completed theses - Feedback collected, with concrete evidence of using it to develop teaching	various teaching and assessment methods, with consideration given to students' active studying and learning, as well as justification of the pedagogical functionality of the methods - Supervision of several completed theses, including experience in doctoral dissertation supervision - Feedback collected systematically, with versatile evidence of using it to develop teaching, as well as reflection on the development of teaching	positive impact on students' learning - Pedagogically justified original teaching innovations or experiments - Supervision of several theses and dissertations, also as the primary supervisor - Systematic feedback collection from both students and colleagues, with extensive evidence of using it to develop teaching. Development of teaching has been target-oriented and focused on the long term, while reflection on the development of teaching is broad
2. Pedagogical training and thinking - Studies in university pedagogy or other pedagogical studies - Teacher education, related qualifications - Other pedagogical studies and courses, or equivalent - Pedagogical thinking	- No pedagogical studies or training - No description of pedagogical thinking	- Very little pedagogical studies or training and/or expression of interest in pedagogical training - Meagre description of pedagogical thinking	- Pedagogical studies worth 5 cr or other evidence of individual courses in pedagogy - Original insights on teaching and learning, but no comprehensive pedagogical thinking	- At least 10 cr worth of pedagogical studies for teachers or studies in university pedagogy - A clear understanding of	- More than 10 cr worth of pedagogical studies for teachers or studies in university pedagogy - Evidence of increasingly target-	- At least 25 cr worth of pedagogical studies for teachers or studies in university pedagogy - Evidence of continuous development of the applicant's teacher identity

Criteria						
				teaching and learning, as well as a reasoned teaching philosophy and pedagogical thinking	oriented development of the applicant's teacher identity	- Structured teaching philosophy and reasoned pedagogical thinking, a comprehensive understanding of high-quality learning and research-oriented teaching, as well as evidence of their application
3. Ability to use and produce learning material - Scope of learning material produced for higher education - Quality of learning material produced for higher education - Digital learning material and environments	- No learning material produced - No evidence of using learning material	- Learning material produced by the applicant is limited to illustrative teaching aids used in individual teaching situations - Some evidence of using learning material in teaching	- Various types of learning material produced and used in teaching - Evidence of using learning material in teaching	- Material and digital learning platforms, if any, support teaching and learning, with justification given for their selection and use - Evidence of learning material for courses produced by the applicant (e.g., course hand-outs, videos) and/or participation in the production of published learning material (e.g., a co-authored chapter of a textbook)	- Diverse production of learning material that supports students' learning, as well as justified use of the material	- Extensive production of top-level learning material for wide use that supports students' learning well - Description of a creative and justified use of learning material, applied to varying situations
4. Other teaching merits, such as: - Directorship of a degree programme, membership in a steering group - Participation in the drafting of documents guiding teaching (e.g., curricula, modules,	- No merits in teaching	- Limited participation and evidence of merits	- Some participation and evidence of merits	- Moderate participation and evidence of merits - May include special merits in one category	- A good degree of participation and evidence of merits - May include special merits in two to three categories	- Abundant participation and evidence of merits and distinctions in areas listed - Evidence of pedagogical research/publications

student admissions) - Expert duties related to teaching (e.g., membership in a teaching skills committee) -University-level, Finnish and international working groups related to the development of teaching - Teaching development projects - Research and publications related to teaching - Special distinctions and prizes related to teaching - Other teaching merits					

ASSESSMENT MATRIX FOR THE DEMONSTRATION OF TEACHING SKILLS

Assessment **Components of the demonstration of teaching skills**	**Fail**	**Passable**	**Satisfactory**	**Good**	**Very good**	**Excellent**
1. Learning outcomes, target group and context - Definition of learning outcomes - Consideration of the teaching content, target group and context when defining the learning outcomes	- No definition of the learning outcomes - No mention of the target group	- Ambiguous definition of the learning outcomes - Treatment of the topic clearly too advanced or elementary for the target group	- Learning outcomes have been defined, but not achieved or only partly achieved - Treatment of the topic slightly too advanced or elementary for the target group	- Clear description of the learning outcomes, which are achieved - Treatment of the topic appropriate for the target group, corresponds with its skills level	- Clear description of the learning outcomes, appropriate to the target group - Treatment of the topic appropriate for the target group, challenging students to learn - Learning outcomes are achieved.	- Clear description of the learning outcomes appropriate to the target group - The learning outcomes are monitored during teaching and are achieved very well. - The treatment of the topic is suitable for the target audience and challenges students to learn.
2. Teaching content - Correspondence between the topic and content of the demonstration - Scientific orientation and topicality of the content - Criticality and effective argumentation - Connection between theory and practice - Suitability and diversity of scientific knowledge used - Use of the applicant's own research results	- The topic of the demonstration does not correspond with its content - No research orientation, or impractical research orientation	- The topic and content of the demonstration correspond with each other to some extent - Meagre research orientation	- The topic and content of the demonstration correspond to each other to some extent - The teaching is based on research and the content is scientific - The content is examined critically - Scientific knowledge is appropriate for the topic	- The topic and content of the demonstration correspond to each other - The content is scientific and the teaching based on research essential to the teaching - The content is critically examined and argued - The connection between theory and practice is explained	- The topic and content of the demonstration correspond well to each other - The content is scientific and topical, and the teaching is based on diverse research in the field - The content is critically examined and effectively argued - The connection between theory and practice is appropriately explained	- The topic and content of the demonstration correspond to each other, while presenting new perspectives - The content is scientific and very topical, and the teaching is based on diverse and essential research in the field - The content is critically examined and very effectively argued - The connection between theory and practice is very appropriately explained

			- The demonstration touches upon the applicant's research	- The scientific knowledge is appropriate for the topic - The demonstration touches upon the applicant's research - The target group has been taken into consideration when making choices related to content	- The scientific knowledge is diverse and appropriate for the topic - Where appropriate, the applicant's research is used during the demonstration - The target group has been taken into consideration when making choices related to content	- The scientific knowledge is appropriate and very diverse - The applicant's research is used in the demonstration - The target group has been carefully taken into consideration when making choices related to content
3. Teaching methods and aids - Organisation of the teaching situation with consideration given to the learning outcomes, content, target group and context - Motivation of target group - Appropriate use of chosen teaching methods - Appropriate use of teaching aids and material - Use of digital education technologies	- The teaching is limited to transmitting knowledge - The illustrations and teaching aids do not support teaching/learning - The teaching situation has been poorly organised	- The teaching is limited to transmitting knowledge - The illustrations and teaching aids only partially support teaching/learning - The organisation of the teaching situation is deficient	- The teaching primarily emphasises the transmission of knowledge - The illustrations are comparatively unvaried and, as a rule, the use of teaching aids supports understanding the content - The organisation of the teaching situation works comparatively well in light of the learning outcomes	- In addition to transmitting knowledge, the teaching is interactive - The illustrations make the topic more concrete and the use of teaching aids supports learning - The teaching situation has been appropriately organised, with consideration given to the learning outcomes and the content - The teaching methods and material are appropriately used	- The teaching is interactive and appropriately engages the students - The illustrations highlight the connections between theory and practice, while the use of aids supports the construction of knowledge - The teaching situation has been appropriately organised, with consideration given to the learning outcomes, content, target group and context	- The teaching is interactive and appropriately engages the students, while creating an inspirational atmosphere for learning - The illustrations insightfully connect theory and practice, while the use of aids advances understanding and the construction of knowledge - The teaching situation has been very appropriately organised, with consideration given to the learning outcomes, content, target group and context - The target group is motivated to closely follow the teaching situation

					- The target group is motivated to closely follow the teaching situation - Various teaching methods and material are appropriately used in light of the teaching situation, learning outcomes and content	- Diverse teaching methods and material are appropriately used in light of the situation, learning outcomes and content - The treatment of the subject is appropriate for the target group, challenging students to learn
in light of the teaching situation and content						
4. Review and assessment of learning - Review of the teaching situation and the assessment of learning in line with the set learning outcomes	- No review of the teaching situation, no assessment of achievement of the learning outcomes	- Ambiguous review of the teaching situation	- Review of the teaching situation in line with the learning outcomes	- Review of the teaching situation constructively in line with the learning outcomes	- Review of the teaching situation constructively in line with the learning outcomes - Assessment of learning during the actual teaching situation is described - The learning outcomes are monitored during teaching and their achievement is assessed	- Review of the teaching situation in line with the learning outcomes - Assessment of learning in the actual teaching situation is described - Participants' learning is assessed in a versatile manner in relation to the learning outcomes during teaching
5. The teacher's performance - Vocal control, clarity and intelligibility of speech - Coherence of oral and written communication - Quality of interaction - Time management - Other matters concerning communication	- Inarticulate/unintelligible speech - Incoherent oral and written communication - No contact with the audience	- Occasionally inarticulate speech - Oral and written communication may happen to be partly coherent - Limited contact with the audience	- Articulate speech - Coherent oral and written communication - The applicant is in active contact with the audience and the interaction is appropriate	- Articulate speech and presentation - Coherent oral and written communication - Natural and matter-of-fact contact with the audience and interaction appropriate to the demonstration	- Articulate and intelligible speech, and convincing presentation - Coherent oral, and written communication as well as visuals - Natural contact with the audience	- Articulate and intelligible speech, a convincing and competent presentation - Coherent oral and written communication as well as visuals - Natural contact with the audience and interaction

		- Notable excess or lack of teaching material in light of the time given	- Some excess/lack of teaching material in light of the time given, or a feeling of the teaching being rushed	- Time management is appropriate and the scope of selected material corresponds with the time given	- Natural interaction appropriate to the demonstration - Time management is pedagogically sensible and the scope of selected material corresponds with the time given; the time is used in a sensible manner	appropriate to the demonstration - The applicant manages to create an inspiring atmosphere for learning, while showing enthusiasm - Time management is pedagogically sensible and the scope of selected material corresponds with the time given; the time is used in a pedagogically sensible manner