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 will take into account the areas of assessment for teaching skills referred to in the Regulations of the University of Helsinki (section 34): teaching experience and pedagogical training, the ability to produce learning material, other teaching merits and, if necessary, a teaching demonstration 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 for each other or be emphasised to varying degrees in relation to the position in question and its requirements.

In accordance with the Regulations, individual teaching skills are assessed with a *demonstration of teaching skills*, for which a separate assessment matrix has been drafted. The demonstration areas must be assessed in accordance with the matrix, and the grades given to individual areas may compensate for 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 teaching skills	Fail	Passable	Satisfactory	Good	Very good	Excellent
1. Teaching experience and development - Scope of teaching experience - Quality and diversity of teaching experience - Applicant's own teaching and assessment methods - Supervision of theses - Development of teaching methods and use of feedback in the development of teaching	No teaching experience No details on assessment and teaching methods No supervision experience No evidence of developing teaching and using feedback to develop teaching	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 supervision, e.g., an unfinished thesis under supervision	Experience from teaching various courses Experience in using various teaching methods and homogenous assessment methods Experience in supervising theses to completion Some experience in developing teaching based on feedback	Experience from teaching various courses and of being responsible for planning and providing courses Planning and experimentation with various teaching and assessment methods, with consideration given to students' active studying and learning Supervision of several	Experience in teaching at various levels (bachelor's, master's, doctoral or equivalent) and of being responsible for planning and providing several courses Planning and experimentation with various teaching and assessment methods, with consideration given to students' active studying and	Solid experience in teaching various levels (bachelor's, master's, doctoral or equivalent) and of having primary responsibility for planning and providing several courses at various levels Planning and target-oriented development of teaching and assessment methods in a pedagogically justified manner; evidence of their positive impact on student learning

		Individual examples of feedback received, but no evidence of using it		theses to completion Collection of feedback, with concrete evidence of using it to develop teaching	learning, as well as justification of the pedagogical functionality of the methods Supervision of several theses to completion, including experience in supervising doctoral theses Feedback collected systematically, with versatile evidence of using it to develop teaching; evidence of reflection on the development of teaching	Pedagogically justified teaching experiments Supervision of several under- and postgraduate theses, also as the primary supervisor Systematic collection of feedback from both students and colleagues, with extensive evidence of using feedback to develop teaching; target-oriented and long-term development of teaching, versatile approach to the reflection of development measures
2. Pedagogical training and thinking - Studies in university pedagogy or other pedagogical studies, e.g., in educational sciences - Teacher education, related qualifications - Other studies, e.g., training in leadership, work counselling or mentoring skills - Pedagogical thinking	No pedagogical or equivalent studies No description of pedagogical thinking	Very few pedagogical or equivalent studies Some interest in pedagogical training Limited description of pedagogical thinking	Five credits in pedagogical studies or equivalent evidence Some independent views on teaching and learning, but no comprehensive pedagogical thinking	A minimum of 10 credits in pedagogical or equivalent studies A clear understanding of teaching and learning, and a reasoned teaching philosophy and pedagogical thinking	11–24 credits in pedagogical or equivalent studies Evidence of target-oriented development of a professional identity A clear understanding of teaching and learning, and a reasoned teaching philosophy and pedagogical thinking	A minimum of 25 credits in the pedagogical studies for teachers or equivalent studies Continuous development of a professional identity, as demonstrated in the portfolio Structured teaching philosophy and reasoned pedagogical thinking, a comprehensive understanding of high-quality learning and research-oriented teaching, with evidence of their application

3. Ability to use and produce learning material - Learning material can be slides, hand-outs, manuals, articles, books, or chapters in books - Scope of learning material - Quality of learning material - Digital learning material and environments (videos, games, online platforms, AR or VR)	No production of learning material No evidence of using learning material in teaching	The learning material produced 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 various types of learning material in teaching	Material and digital learning platforms, if any, support teaching and learning, with justification provided for their selection and use. Evidence of producing learning material for courses and/or participating in the production of published learning material (e.g., a co-authored chapter of a textbook)	Diverse production of learning material to support student learning, with justification provided for their use Evidence of producing learning material for courses and/or participating in the production of published learning material (e.g., a co-authored chapter of a textbook)	Extensive production of high-quality learning material for wide use that supports student learning well Description of creative and well-grounded use of learning material, applied to various teaching situations
4. Other teaching merits, such as: - Directorship of a degree programme, membership in a steering committee - Participation in drafting documents guiding teaching (e.g., curricula, modules, student admissions) - Expert duties related to teaching (e.g., membership in a teaching skills committee) - University-level, national 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 equivalent merits gained outside of the University in support of teaching, learning and expertise	No other merits in teaching	Limited participation and evidence of merits The applicant is from outside of the University and intends to engage in teaching collaboration with the University.	Some participation and evidence of merits The applicant is from outside of the University and has begun to be involved in teaching collaboration with the University.	Fairly active participation and fair evidence of merits The applicant is from outside of the University and is engaged in teaching collaboration with the University, e.g., by giving lectures or supervising theses.	A good degree of participation and evidence of merits The applicant is from outside of the University and is engaged in close teaching collaboration with the University.	Abundant participation and evidence of merits Evidence of pedagogical research/publications The applicant is from outside of the University and is engaged in close long-term teaching collaboration with the University.

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 content, target group and context of teaching when defining the learning outcomes	No definition is provided for the learning outcomes. No mention is made of the target group.	The learning outcomes are defined in an ambiguous manner. The discussion of the topic is clearly too advanced or elementary for the target group.	The learning outcomes are defined, but are not achieved or are only partly achieved. The discussion of the topic is slightly too advanced or elementary for the target group.	The learning outcomes are clearly described and achieved. The discussion of the topic is appropriate for the target group and corresponds with its skills level.	The learning outcomes are clearly described and are appropriate to the target group. The learning outcomes are monitored during teaching and their achievement is assessed. The discussion of the topic is appropriate for the target group and inspires the students to learn.	The learning outcomes are clearly described and are appropriate to the target group. The learning outcomes are monitored during teaching and are extremely well achieved. The achievement of the learning outcomes is assessed. The discussion of the topic is appropriate for the target group and challenges the 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 research knowledge used - Use of the applicant's own research results, if appropriate	The content of the demonstration does not correspond with the topic. Scientific content and topicality are lacking.	The content and topic of the demonstration correspond with each other to some extent. The scientific content and topicality of the demonstration are limited.	The content and topic of the demonstration correspond with each other to some extent. The teaching is based on research and its content is scientific. The content is examined critically. The research knowledge is appropriate for the topic.	The content and topic of the demonstration correspond to each other. The content is scientific and the teaching is based on research essential to the teaching. The content is critically examined and argued. The connection between theory and practice is explained.	The content and topic 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	The content and topic of the demonstration correspond to each other, while presenting new perspectives. The content is scientific and extremely topical, and the teaching is based on diverse research of key importance in the field. The content is critically examined and very effectively argued. The connection between theory and practice is very appropriately explained.

			Where appropriate, the demonstration may include the applicant's own research results.	The research knowledge is appropriate for the topic. Where appropriate, the demonstration may include the applicant's own research results. The target group is taken into consideration when making choices related to the content.	appropriately explained. The research knowledge is diverse and appropriate for the topic. Where appropriate, the demonstration includes the applicant's own research results. The target group is taken into consideration when making choices related to the content.	The research knowledge is appropriate for the topic and very diverse. Where appropriate, the demonstration includes the applicant's own research results. The target group is carefully taken into account when making choices related to the content.
3. Teaching methods and aids - Organisation of the teaching situation with consideration to the learning outcomes, content, target group and context - Motivation of target group - Appropriate use of the teaching methods chosen - Appropriate use of teaching aids and material - Use of educational technology fit for purpose	The teaching is limited to transmitting knowledge. The illustrations and teaching aids do not support learning. The teaching situation is poorly organised.	The teaching is mainly limited to transmitting knowledge. The illustrations and teaching aids only partially support learning. The organisation of the teaching situation is deficient.	The teaching primarily emphasises the transmission of knowledge. The illustrations are rather 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 is appropriately organised, with consideration given to the learning outcomes and the content. The teaching methods and material are appropriately used in light of the teaching situation and content.	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 is appropriately organised, with consideration given to the learning outcomes, content, target group and context. The target group is encouraged to follow the teaching situation.	The teaching is interactive and appropriately engages the students, while creating an inspiring 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 is very appropriately organised, with consideration given to the learning outcomes, content, target group and context. The target group is encouraged to participate in the teaching situation. Diverse teaching methods and material are

					Various teaching methods and material are appropriately used in light of the teaching situation, learning outcomes and content.	appropriately used in light of the situation, learning outcomes and content.
4. Review and assessment - Review of the teaching situation and constructive alignment of assessment of learning with the set learning outcomes	No review of the teaching situation, no assessment of the achievement of learning outcomes	The review of the teaching situation is ambiguous.	The review of the teaching situation is aligned with learning outcomes.	The review of the teaching situation is constructively aligned with learning outcomes.	The review of the teaching situation is constructively aligned with learning outcomes. Learning outcomes are monitored during teaching, and their achievement is assessed from the teacher's perspective.	The review of the teaching situation is constructively aligned with learning outcomes. Learning outcomes are monitored during teaching and their achievement is assessed from the teacher's and students' perspectives.
5. The teacher's performance - Vocal control, clarity and intelligibility of speech - Coherence of oral and written communication - Quality of interaction - Time management - Other factors contributing to communication	Inarticulate/unintelligible speech Incoherent oral and written communication No contact with the audience	Occasionally inarticulate speech Oral and written communication partly incoherent Limited contact with the audience Notable excess or lack of teaching material in light of the available time	Articulate speech Coherent oral and written communication Contact and interaction with the audience is appropriate. Some excess/lack of teaching material in light of the available time, or a feeling of the teaching being rushed	Articulate speech and presentation Coherent oral and written communication Natural and matter-of-fact contact with the audience and interaction appropriate to the demonstration The time management is appropriate, and the scope of the selected material matches the available time.	Articulate and intelligible speech, and convincing presentation Coherent oral, written and visual communication Natural and matter-of-fact contact with the audience and interaction appropriate to the demonstration Time management is pedagogically appropriate and the scope of the selected material matches the available time; the time is used in a sensible manner.	Articulate and intelligible speech, a convincing and competent presentation Coherent oral, written and visual communication Natural and matter-of-fact contact with the audience and interaction appropriate to the demonstration The applicant manages to create an inspiring atmosphere for learning, while showing enthusiasm for teaching. Time management is pedagogically appropriate and the scope of the selected material matches the available time; the time is used in a sensible manner from a pedagogical point of view.