

UNIVERSITY OF HELSINKI

Faculty of Medicine

Assessment of teaching skills

On 22 May 2017, the Academic Affairs Council of the University of Helsinki decided the following on the assessment of teaching skills:

At the University of Helsinki, teaching skills are assessed when filling teaching and research positions and when applying for a docentship. 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." In accordance with section 38 the Regulations on Degrees and the Protection of Students' Rights at the University of Helsinki, the assessment scale used is the five-tier scale wherein the middle tier is 'good'.

The areas of the teaching skills assessment are collected in the teaching skills assessment matrix, which describes the requirements in each area for each assessment level on the scale. Each area of assessment must be assessed in accordance with the matrix. The overall assessment level 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.

As specified in the University Regulations, a demonstration of teaching skills constitutes an area of assessment for teaching skills, for the assessment of which a separate assessment matrix has been drafted. The areas of the demonstration of teaching skills will be assessed based on the matrix and when determining the overall assessment score; scores given for various areas may compensate for each other. The score given for the demonstration of teaching skills is not necessarily the mathematical average of the scores given to each area. The assessment of the demonstration of teaching skills will be taken into account when assessing the whole.

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

The following assessment matrix has been adapted for the use of the Faculty of Medicine based on the University of Helsinki's general assessment matrix and has been approved by the teaching skills committee of the Faculty of Medicine on 29 January 2019.

ASSESSMENT MATRIX FOR TEACHING SKILLS

Areas of assessment for teaching skills	Passable	Satisfactory	Good	Very good	Excellent
1 Teaching experience					
1.1 Basic teaching	Sporadic teaching experience	Some teaching experience (less than two years of full-time teaching experience)	Continuous teaching experience (two years of full-time teaching experience)	Long-term continuous teaching experience (five years of full-time teaching experience)	Very long-term continuous teaching experience (ten years of full-time teaching experience)
1.2 Postgraduate professional and continuing education	Sporadic teaching experience	Some teaching experience (less than two years of full-time teaching experience)	Continuous teaching experience (two years of full-time teaching experience)	Long-term continuous teaching experience (five years of full-time teaching experience)	Very long-term continuous teaching experience (ten years of full-time teaching experience)
1.3 Supervised theses and dissertations (registered unfinished and completed theses and dissertations, their number, title, faculty and department/institute to be reported) 1.3.1 Bachelor's theses 8 cr 1.3.2 Master's theses 30-40 cr 1.3.3 Theses for advanced studies 20 cr 1.3.4 Licentiate theses	No supervised theses or dissertations	Some supervised theses or dissertations (one to five)	A fair number of supervised theses or dissertations (six to ten)	A large number of supervised theses or dissertations (eleven to fifteen)	A very large number of supervised theses or dissertations (more than fifteen)

1.4 Learning methods and/or environments (learning methods and environments, e.g., online learning environments to be reported)	Very little evidence of the use of diverse learning methods and/or environments	Some evidence of the use of diverse learning methods and/or environments in individual courses	A fair amount of evidence of the use of diverse learning methods and/or environments at the home unit level	A large amount of evidence of the use of diverse learning methods and/or environments in the home faculty	A very large amount of evidence of the use of diverse learning methods and/or environments on the national or international level
1.5 Merits in the development of assessment methods for teaching and/or learning (development targets to be reported)	No evidence of the development of assessment methods for teaching and/or learning	Some evidence of the development of assessment methods for one's own teaching and/or learning in individual courses	A fair amount of evidence of the development of assessment methods for teaching and/or learning; substantial evidence in the home unit	A large amount of evidence of the development of assessment methods for teaching and/or learning; substantial evidence in the home faculty	A very large amount of evidence of the development of assessment methods for the candidate's own teaching and/or learning; substantial evidence on a national or international level
1.6 Teaching responsibilities	No responsibility for other than the candidate's own teaching (e.g., individual lectures)	Responsibility for the candidate's own teaching situations as a part of participation in a course in teaching skill development	Overall responsibility for a course as well as responsibility for the candidate's own teaching and the coordination of a course	Overall responsibility for a course as well as responsibility for the candidate's own teaching and the coordination and development of a course	Overall responsibility for extensive study modules and their development and coordination with other courses in the degree programme nationally and internationally
1.7 Feedback 1.7.1 Student or other possible feedback (e.g., peer evaluation or outside expert) - Feedback on teaching and the use of such feedback in the further development of teaching 1.7.2 Awards, grants, etc. (e.g., a grant received for the development of teaching, recognition)	No evidence of utilising feedback in the further development of one's teaching	Some evidence of utilising feedback in the further development of one's teaching	A fair amount of evidence of utilising feedback in the further development of one's teaching A department/unit-level teaching award	A large amount of evidence of utilising feedback in the further development of one's teaching using university pedagogical knowledge A faculty-level teaching award	A very large variety of evidence of utilising feedback in the further development of one's teaching using university pedagogical knowledge A university-level teaching award

received related to teaching and other recognition)					
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2 Pedagogical training	Passable	Satisfactory	Good	Very good	Excellent
<p>2 Pedagogical training</p> <ul style="list-style-type: none"> - Studies in university pedagogy or pedagogical studies required of teachers - Teacher education or related qualifications - Other pedagogical studies and courses, such as specialist qualification in medical/dental education <p>Docents</p>	Very little pedagogical studies or training, e.g., individual training sessions or events	1 to 2 credit module, e.g., 1.5 cr Basics of PBL	At least 5 cr worth of studies in education required of teachers or in university pedagogy OR specialist qualification in medical/dental education	At least 10 credits worth of studies in education required of teachers or in university pedagogy OR 5 cr worth of studies in education required of teachers or in university pedagogy AND specialist qualification in medical/dental education	At least 25 credits worth of studies in education required of teachers or in university pedagogy OR 20 cr worth of studies in education required of teachers or in university pedagogy AND specialist qualification in medical/dental education
<p>Teaching position</p> <ul style="list-style-type: none"> - Clinical instructors, university lecturers, professors 	Very little pedagogical studies or training, or pedagogical training, e.g., individual training sessions or events	At least 5 cr worth of studies in education required of teachers or in university pedagogy OR specialist qualification in medical/dental education	At least 10 credits worth of studies in education required of teachers or in university pedagogy OR 5 cr worth of studies in education required of teachers or in university pedagogy AND specialist	At least 25 cr worth of studies in education required of teachers or in university pedagogy OR 20 cr worth of studies in education required of teachers or in university pedagogy AND specialist	At least 60 cr worth of studies in education required of teachers or in university pedagogy OR 55 cr worth of studies in education required of teachers or in university pedagogy AND specialist

			qualification in medical/dental education	qualification in medical/dental education	qualification in medical/dental education
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3 Ability to produce learning material	Passable	Satisfactory	Good	Very good	Excellent
3.1 University-level learning material (number, quality, national and international material to be reported)	Little learning material produced (e.g., 1 to 2 lecture handouts)	Some learning material produced (e.g., typical lecture series material)	A fair amount of high-quality learning material	A large amount of high-quality and diverse learning material produced	A very large amount of high-quality and diverse learning material produced
3.2 Textbooks	No published textbooks	Some textbook-type material (e.g., instruction manuals)	Contribution to the writing of a textbook	Primary author of a chapter for a textbook	A textbook edited or written
3.3 Digital learning environments (online courses, videos, etc.)	No evidence of produced digital learning material	Sporadic digital learning material (e.g., a video on a course's learning platform)	Participation as a member of a workgroup in the production of digital learning material	A large amount of high-quality and/or diverse digital learning material produced	A very large amount of high-quality and diverse digital learning material produced or contribution to the development of a new method

4 Other teaching merits	Passable	Satisfactory	Good	Very good	Excellent
<p>4.1 Other teaching merits</p> <ul style="list-style-type: none"> - Degree programme directorship, membership in a steering committee - Participation in drafting documents guiding teaching (e.g., the curricula, student admissions) - Expert duties relating to teaching (e.g., teaching skills committee) - Participation as an appointed representative in workgroups related to the development of teaching (university, national and/or international workgroup) - Teaching development projects - Other teaching merits 	Little participation and evidence of merits	Some participation and evidence of merits	A fair amount of participation and evidence of merits	A large amount of participation and evidence of merits	A very large amount of participation and evidence of merits
<p>4.2 Pedagogical publications</p> <ul style="list-style-type: none"> - Publications related to the development of teaching, teaching experiments or other pedagogical research 	Few or no pedagogical publications	Some pedagogical publications	A fair number of pedagogical publications	A large number of pedagogical publications	A very large number of pedagogical publications

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5 Demonstration of teaching skills	Passable	Satisfactory	Good	Very good	Excellent
5 Demonstration of teaching skills - See the assessment matrix for the demonstration of teaching skills - Prior demonstrations of teaching skills					

6 Participation in doctoral education	Passable	Satisfactory	Good	Very good	Excellent
6 Participation in doctoral education - Participation in the instruction of doctoral students - Membership of an advisory committee - Preliminary examination of doctoral dissertations - The role of an opponent - The candidate's own research group and supervision of doctoral dissertations	Little participation and evidence of cooperation No registered or supervised dissertations	Some participation and evidence of cooperation 1 to 2 registered or supervised dissertations	A fair amount of participation and evidence of cooperation 3 to 5 registered or supervised dissertations	A large amount of participation and evidence of cooperation 5 to 10 registered or supervised dissertations	A very large amount of participation and evidence of merits More than 10 registered or supervised dissertations

- National and international cooperation in doctoral education					
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