

## FACULTY OF SCIENCE, UNIVERSITY OF HELSINKI

### 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. Attention will be given to the areas specified in the Regulations of the University of Helsinki (Section 34): teaching experience, pedagogical training, the ability to produce teaching material, other teaching merits and, if necessary, a demonstration of teaching skills as well as participation in doctoral education. A five-step scale, in which the rating of Good represents the intermediate level (Regulations on Degrees and the Protection of Students' Rights, section 37), will be used for the assessment.

In the Faculty of Science, the assessment is carried out as an **overall assessment**, where the teaching skills committee gives, taking into account all of the areas of assessment, a final rating on the following five-step scale: *passable – satisfactory – good – very good – excellent*. The areas of assessment for teaching skills have been compiled into a separate assessment matrix for teaching skills, in which the requirements of each area are described for each rating level. Each area of assessment will be assessed in accordance with the matrix. **The overall rating 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 and its requirements.

As specified in the University Regulations, a demonstration of teaching skills constitutes an area of assessment for teaching skills, for which a separate assessment matrix has been drafted. The components of teaching skills demonstrations are assessed in accordance with the matrix, while ratings given for different components may compensate for each other. The rating given for a teaching demonstration will be taken into account in the overall assessment of teaching skills.

By the Rector's decision (updated 9 Sept 2022), the minimum requirement for overall evaluation of teaching skills in each post is defined as follows:

- Title of Docent: At least Good in the overall assessment of teaching skills (Section 89 of the Universities Act). A teaching skills demonstration can be retaken if considered poor enough to prevent giving Good as the overall rating.
- First level in the tenure track system (assistant professors): At least Satisfactory in the overall assessment of teaching skills
- Second level in the tenure track system (associate professors): At least Satisfactory in the overall assessment of teaching skills
- Professorships (full professors): At least Good for teaching skills in the overall assessment
- Senior University lecturers: At least Good for teaching skills in the overall assessment
- University lecturers: At least Good for teaching skills in the overall assessment
- University instructors: At least Good for teaching skills in the overall assessment

The following must be described in the recruitment instructions (a separate dean's decision is required) for all positions:

- The meaning of the teaching skills requirement as a rating level; particularly in the case of tenure track positions, "teaching skills required in the position" must be explained, for example, as "satisfactory teaching skills".
- The degree programme(s) where teaching in the position is to be given.

## ASSESSMENT MATRIX FOR TEACHING SKILLS

- For teaching experience, course-based teaching, including intensive teaching, field courses, etc., will be taken into consideration, as well as, *when necessary*, teaching other than university teaching.

Assessment	Passable	Satisfactory	Good	Very good	Excellent
<b>Areas of assessment for teaching skills</b> <b>1. Teaching experience</b> - Scope and diversity of teaching experience - Supervision of theses and dissertations	- Teaching experience: no complete courses, but calculation exercises or serving as a course assistant - Ongoing supervision, no completed theses or dissertations	- Teaching experience: coordinator of at least one course <b>or</b> a significant amount of assistant experience - Supervision: at least one completed thesis or dissertation	- Teaching experience: coordinator of at least two courses <b>or</b> coordinator of one course and a significant amount of assistant experience - As a rule, collects feedback from students, taking it into account in the development of teaching - Supervision: at least two completed theses or dissertations	- Teaching experience: coordinator of at least three different courses - Regularly collects feedback from students, utilising it in the development of teaching - Supervision: at least three completed theses or dissertations	- Teaching experience: coordinator of at least five different courses, planner of at least one new study track - Systematically collects feedback from students as part of the development of teaching - Supervision: at least five completed theses or dissertations, of which at least two are dissertations
<b>2. Pedagogical training</b> - Studies in university pedagogy or the pedagogical studies required of teachers - Teacher education, degree - Other pedagogical studies and courses	- Very little pedagogical studies or training	- 5 credits worth of the studies required of teachers or in university pedagogy	- At least 10 credits worth of the studies required of teachers or in university pedagogy	- At least 25 credits worth of the studies required of teachers or in university pedagogy	- At least 60 credits worth of the studies required of teachers or in university pedagogy
<b>3. Ability to produce learning material</b>	- Little learning material produced and/or published	- Some learning material produced and/or published	- Learning material produced, published and shared online with students for at least one course	- Learning material produced, published and openly shared online for several courses	- Learning material produced and published for several courses as books or open online courses (e.g., MOOCs)

<b>4. Other teaching merits</b> (SEE THE LIST BELOW)	- Little participation and evidence of merits	- At least one of items A to G	- At least two of items A to G or exceptionally significant merits for one item	- At least three of items A to G or exceptionally significant merits for two items or at least two pedagogical publications	- At least four of items A to G - In addition, exceptionally significant merits for at least two items, or several international pedagogical publications
<b>5. Demonstration of teaching skills (according to a separate matrix)</b>					

Other teaching merits **include**:

- A. Directorship of a degree programme, membership in a steering group
- B. Participation in drafting documents guiding teaching (e.g., curricula, students admissions)
- C. Expert duties related to teaching (e.g., teaching skills committee)
- D. University-level, national and international workgroups related to the development of teaching
- E. Teaching development projects
- F. Special distinctions and awards related to teaching
- G. Other significant teaching merits

## ASSESSMENT MATRIX FOR THE DEMONSTRATION OF TEACHING SKILLS

Instructions on the demonstration of teaching skills are available for applicants on the public website.

Instructions for those applying for a docentship:

- The demonstration of teaching skills may be given in the field of the docentship.
- The demonstration must be targeted at bachelor's or master's level students.
- The teaching must be for a specific target group, not an **academic presentation**.

Instructions for the assessment committee:

- All applicants providing a teaching demonstration must be given the same topic.
- The demonstration must be targeted at the target programme of the position (bachelor's or master's level), and its level must be clearly communicated to the applicants. When necessary, the assessment must state whether the applicant has the language skills required for the position to be filled.

Assessment components	Passable	Satisfactory	Good	Very good	Excellent
<b>Consideration of the target group</b>	The target group is not taken into consideration. The topic is examined in a manner that is clearly too challenging or simple.	The target group is partially taken into consideration. The topic is examined in a manner that is slightly too challenging or simple.	The target group is taken into consideration, and the topic is examined in a manner appropriate for the target group.	The topic is examined in a manner appropriate for the target group, challenging the students to learn.	The topic is examined in a manner appropriate for the target group, challenging and inspiring the students to learn.

<b>Learning outcomes</b>	Learning outcomes and other orientation to the topic are not introduced.	The audience is orientated to the topic by introducing the structure, themes or other outline of the demonstration.	The demonstration begins with an introduction of the learning outcomes.	The learning outcomes are introduced in the beginning, striving to attain them is evident in the demonstration, and they are revisited at the end of the demonstration.	The learning outcomes are introduced, and they are appropriate for the time and target group. They are revisited at the end of the demonstration.
<b>Teaching methods and materials</b>	The teaching is purely sharing information.  The topic is not illustrated.	The teaching is mostly sharing information.  Illustration of the topic is meagre.	In addition to the sharing of information, the teaching is interactive or otherwise activates the students' thinking.  The illustration highlights connections between theory and practice.	The teaching methods include an element that activates the students' learning.  The illustration establishes new connections between theory and practice.	The teaching takes students into consideration as active constructors of knowledge.  The teaching establishes insightful connections between theory and practice.
<b>Time management</b>	The amount of chosen material is much too broad or narrow in terms of the time available.	The amount of chosen material is abundant or meagre in terms of the time available, making the instruction seem hurried.	The amount of chosen material is appropriate to the time available.	The amount of chosen material is appropriate to the time available, which is used in a sensible manner.	The amount of chosen material is appropriate to the time available, which is used in a pedagogically sensible manner.
<b>Presentation, interaction</b>	The applicant is focused on completing the teaching demonstration; little contact is made with the audience, his or her voice does not carry sufficiently in the room or is partly unintelligible.	The applicant makes contact with the audience and speaks audibly, but his or her voice is not necessarily always intelligible. The applicant asks specific questions or answers those by the audience.	The applicant makes natural and direct contact with the audience. The applicant asks the audience activating questions and answers any questions clearly and directly.	The applicant makes natural contact with the audience, encouraging interaction. The applicant engenders an atmosphere that inspires learning.	The applicant makes natural contact with the audience. The applicant encourages and supports students in interaction. The applicant engenders an atmosphere of trust that inspires learning.