Instructions for giving a teaching demonstration at the Faculty of Theology

A demonstration of teaching skills is an open event observed by an assessment committee composed of members of the Faculty's teaching skills committee, members of the relevant appointment committee and other representatives of the University's staff and students interested in the topic. Competing applicants are not allowed to observe each other's demonstrations.

The topic, target audience and language of the demonstration of teaching skills will be announced to the applicant in advance. If the applicant performing a demonstration of teaching skills is requested to choose the topic independently, they must state it according to separate instructions and a predetermined schedule. The demonstration will be assessed on the basis of the Faculty's assessment matrix, which the applicant should read when preparing their demonstration.

The applicant must bring with them at least 5 copies of any slides or assignment papers used in the demonstration. They must also distribute a brief syllabus (no more than two pages) in which they describe the learning outcomes and central learning content, target group, teaching and learning methods, as well as assessment and feedback practices of the course. The syllabus must pay particular attention to pedagogical decisions, including their justification. The course may be part of existing degree requirements or it can be an independently designed entity.

At the beginning of the demonstration, the applicant briefly describes its target group, learning outcomes and context. The total duration of the demonstration is 30 minutes, during which time any questions from the audience must be taken and a final discussion completed. The applicant is personally responsible for using the allocated time. Once 30 minutes have passed from the start of the demonstration, it will be concluded by the chair.

A demonstration of teaching skills demonstrates the applicant's teaching in a genuine teaching situation. The applicant may engage and address the audience as if they were students in the target group. The demonstration may also include meta-level discussion by the applicant on how they would implement a certain section, such as certain exercises, in an actual teaching situation, but the demonstration cannot be based solely on meta-discussion. Teaching demonstrations must not be based on word-for-word notes, but brief notes are allowed.

The demonstration facility is equipped with standard teaching equipment which the applicant can use as they best see fit.

After the demonstration, the committee will interview the applicant (30 min.). In the interview, the committee may ask further questions about the teaching demonstration, the syllabus and the applicant's other teaching skills, while the applicant may refer to their merits as they see fit.

The committee will draw up a written statement on the overall assessment, giving its opinion on whether the applicant has the teaching skills required for the position or for granting the title of docent. The overall assessment of teaching skills is not necessarily the average grade given for the assessed areas; rather, different areas may compensate others or be emphasized to varying degrees in relation to the position in question and its requirements. The appointment committee or another body to which the statement of the teaching skills committee is submitted will take the statement into consideration as part of the overall assessment.

In the case of applications for the title of docent or for other positions with no comparison between applicants, a previous assessment of teaching skills by the Faculty can be considered within three years of that assessment. However, a demonstration of teaching skills given for the purpose of assessing teaching

skills can be taken into consideration for five years, while other teaching merits will be assessed on the basis of an up-to-date portfolio and, where necessary, an interview.

If you have any questions concerning the demonstration of teaching skills, please contact Jutta Jokiranta (jutta.jokiranta@helsinki.fi), committee chair, well in advance.

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lecturers in university pedagogy at the City Centre
Campus and chairs of teaching skills committees, except
for the Faculty of Educational Sciences, which employs
the Academic Affairs Council's assessment matrix

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. Teaching skills are assessed as a whole, taking into account pedagogical training and thinking, teaching experience and the development of teaching, experience in thesis and dissertation supervision, the ability to produce learning material, other teaching merits and a demonstration of teaching skills. A five-step scale, in which the grade of Good represents the intermediate level (Regulations on Degrees and the Protection of Students' Rights, section 37), will be used for the assessment. The assessment of teaching skills is governed by the Regulations of the University of Helsinki.

The requirements of each assessment area are described in the assessment matrix. 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.

A separate assessment matrix has been drafted for the teaching demonstration. The overall grade for a demonstration of teaching skills is not necessarily the mathematical average of the assessed areas; rather, different areas may compensate for each other. The grade given for a teaching demonstration constitutes a part of the overall assessment of 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 Areas of assessment for teaching skills	Passable	Satisfactory	Good	Very good	Excellent
1. Pedagogical training and thinking - Pedagogical thinking and its development - Studies in university pedagogy or teacher's pedagogical studies - Other pedagogically relevant studies and courses	- Little or no description of personal pedagogical thinking - Very little or no pedagogical studies	- Meagre description of pedagogical thinking - Approximately 5 credits (ECTS) worth of university pedagogy courses or other pedagogically relevant studies and courses	- Justified description of pedagogical thinking that demonstrates an understanding of the principles of high-quality and research-based constructively aligned teaching - Approximately 10 credits worth of university pedagogy courses or other pedagogically relevant studies and courses	- Clear and justified description of pedagogical thinking, demonstrating an understanding of high-quality and research-based constructively aligned teaching, as well as evidence of its relevant application - Approximately 25 credits worth of university pedagogy courses or other pedagogically relevant studies and courses	- Analytical and justified description of pedagogical thinking, demonstrating an understanding of high-quality and research-based constructively aligned teaching, as well as diverse evidence of its relevant application - Approximately 60 credits worth of university pedagogy courses or other pedagogically relevant studies and courses
2. Teaching experience and development of teaching - Scope and diversity of teaching experience at the various levels of university education (undergraduate and postgraduate education) - Use and development of various teaching methods and technologies - Serving as responsible teacher, and the scope of the teaching experience - Other teaching experience relevant to the position - Development of teaching and assessment, as well as the utilisation of peer and student feedback in course development	- Limited or no teaching experience - Meagre experience in lecturing or assisting in teaching duties - Little or no evidence of developing teaching and assessment	- Unvaried teaching experience, e.g., in giving lectures or corresponding introductions, or supervising assignments in undergraduate or postgraduate education - Some evidence of serving as responsible teacher, or of independently taught courses - Some evidence of developing teaching and assessment, as well as utilising feedback in course development	- Moderate amount of teaching experience at the various levels of university education - Moderate amount of evidence of serving as responsible teacher, or of independently taught courses - Moderate amount of evidence of developing teaching and assessment, as well as utilising feedback in course development	- Diverse teaching experience at the various levels of university education - Evidence of serving as responsible teacher for several courses, or of several independently planned and taught courses - Abundant evidence of actively developing teaching and assessment, as well as utilising feedback in course development	- Abundant teaching experience at the various levels of university education - Evidence of serving as responsible teacher for several courses, or of a great number of independently planned and taught courses - Abundant evidence of actively developing teaching and assessment in the long term, as well as diversely utilising feedback in course development

3. Thesis and dissertation supervision experience - Scope and diversity of supervision experience (bachelor's and master's theses, doctoral dissertations and seminars, including an itemisation of various supervisory roles: primary or secondary supervisor, etc.) - Number of completed supervised theses and dissertations	- Little or no supervision experience	- Some supervision experience and a handful of theses and dissertations supervised to their completion	- Moderate amount of supervision experience and several theses and dissertations supervised to their completion	- A good degree of experience in supervising theses and dissertations on various degree levels	- Abundant experience in supervising theses and dissertations on various degree levels
4. Ability to produce learning material - Scope and quality of learning material produced for the university level - Digital learning material and environments - Scope of the use and availability of the material produced - Other learning material produced and relevant to the position (e.g., upper secondary education, universities of applied sciences, continuing education)	- Little or no learning material produced - Unvaried learning material produced for personal use only	- Some learning material produced - Diverse learning material produced for personal use only	- Moderate amount of learning material produced (e.g., a chapter in a textbook or digital learning material, such as an online lecture) - Evidence of sharing learning material to be used by others	- Extensive amount of learning material produced (e.g., a textbook, an online course or an online lecture series) - Evidence of a wider availability of learning material produced and/or use of the learning material in courses taught by others	- Abundance of learning material produced (e.g., textbooks, online courses or an online lecture series) - Evidence of a wider availability of learning material produced and/or extensive use of the learning material in courses taught by others

5. Other teaching merits - Participation in the drafting of documents guiding teaching (e.g., curricula, student admissions) - Directorship of a degree programme, membership in a steering group at the various levels of university education (undergraduate and postgraduate degree programmes) - Expert duties related to teaching (e.g., membership on a teaching skills committee) - Participation in the development of teaching (e.g., degree programme work groups, as well as national and international work groups) - Research and publications related to teaching - Awards and other special recognition related to teaching - National and international cooperation, such as teacher exchange - Other teaching and supervision merits	- Little or no participation in teaching-related affairs, and little evidence of other teaching merits	- Some participation and evidence of other teaching merits in some educational fields	- Moderate amount of participation and evidence of other teaching merits in several educational fields	- Extensive participation and evidence of other teaching merits in many different educational fields	- Abundance of diverse participation and evidence of other teaching merits in many different educational fields
6. Demonstration of teaching skills - Prior demonstrations of teaching skills - See the assessment matrix for the demonstration of teaching skills					

ASSESSMENT MATRIX FOR THE TEACHING DEMONSTRATION

The assessment of a teaching demonstration is based on the idea of constructively aligned teaching, where intended learning outcomes, content, teaching methods and assessment are in alignment. The goal is to support an active and independent knowledge construction and learning process for students (Biggs & Tang: Teaching for Quality Learning at University).

Assessment **Components of the demonstration of teaching skills**	Passable	Satisfactory	Good	Very good	Excellent
1. Learning outcomes, target group and context - Definition of learning outcomes	- No definition of learning outcomes, or the definition is inadequate	The assessment components are partly achieved	- Learning outcomes are defined	The assessment components are very well achieved	- Learning outcomes are defined in a well-functioning and student-oriented manner
- Consideration and definition of target group and context	- No definition/consideration of target group and context, or the definition/consideration is inadequate		- The content, target group and context of teaching are taken into consideration when defining the learning outcomes		- The definition of learning outcomes takes content, target group and context very well into consideration
- Achievement of the learning outcomes in the demonstration according to the principles of constructive alignment	- Learning outcomes are not achieved according to the principles of constructive alignment, or their achievement is inadequate		- Learning outcomes are achieved in the demonstration according to the principles of constructive alignment		- Learning outcomes are very well achieved in the demonstration in accordance with the principles of constructive alignment
- Summary of the teaching situation	- No summary, or the summary is inadequate		- The teaching situation is summarised in alignment with the set learning outcomes		- The summary of the teaching situation is excellent and in alignment with the set learning outcomes

2. Teaching content					
- Correspondence between the topic and content of the demonstration	- The topic of the demonstration does not correspond with its content, or their correspondence is inadequate	The assessment components are partly achieved	- The topic and content of the demonstration correspond with each other	The assessment components are very well achieved	- The topic and content of the demonstration correspond very well with each other according to the principles of constructive alignment
- Scientific orientation and topicality of the content	- There is no research-based topicality in the content or it is inadequate		- The content is research-based and topical		- The content is research-based and very topical
- Criticality and effective argumentation	- The content is not critically examined, nor are there any related arguments, or both are inadequate				- The content is critically examined and argued
- Connection between theory and practice	- There is no connection between theory and practice, or it is inadequately described		- The connection between theory and practice is explained		- The connection between theory and practice is very well explained
- Suitability and diversity of research-based information used	- There is no research-based information used, or it relates to the topic inadequately		- The research-based information is relevant and appropriate for the topic, as well as based on personal research in terms of the set topic		- The research-based information is appropriate for the topic and very diverse
- Consideration of the target group when making choices related to content	- The target group is not taken into consideration when making choices related to content, or the consideration is inadequate		- The target group is taken into consideration when making choices related to content		- The content of the demonstration supports very well student learning in the target group

3. Teaching methods and aids					
- Organisation of the teaching situation with consideration given to the learning outcomes, content, target group and context	- The teaching situation is not appropriately organised, or the organisation is inadequate in terms of the learning outcomes and content	The assessment components are partly achieved	- The teaching situation has been appropriately organised, with consideration given to the learning outcomes, content, target group and context	The assessment components are very well achieved	- The teaching situation has been constructively and appropriately organised, with consideration given to the learning outcomes, content, target group and context
- Motivation of the target group	- The target group is not supported in taking part in the learning situation, or the support is inadequate		- The target group is supported in taking part in the learning situation in an appropriate manner		- The target group is motivated to follow the teaching situation, to show interest in the topic and to participate
- Appropriate use of various teaching methods	- The use of teaching methods is clearly inappropriate in terms of their suitability to the situation and content		- Teaching methods are used in a manner appropriate to the teaching situation, target group and content		- The teaching methods support students in their learning process
- Appropriate use of teaching aids and material, including the utilisation of digital teaching technology	- The use of teaching aids and material is clearly inappropriate in terms of the situation and content		- Teaching aids and material are used in a manner appropriate to the teaching situation, target group and content		- Teaching aids and material are used in a manner appropriate to and in alignment with the teaching situation, target group and content
4. Assessment of learning					
- Assessment of learning in alignment with the set learning outcomes (in the teaching situation or the lecture plan)	- No assessment of learning is carried out, or is carried out inadequately in light of the set learning outcomes	The assessment components are partly achieved	- The assessment of learning is in alignment with the set learning outcomes	The assessment components are very well achieved	- The assessment of learning is in alignment with the set learning outcomes and content, while appropriately supporting the students' learning process
- Consideration of the target group in solutions related to assessment (in the teaching situation or the lecture plan)	- The target group is not given consideration, or is inadequately considered in solutions related to assessment		- The assessment of learning is carried out in a manner appropriate for the target group		- The assessment of learning is diverse and transparent, encompassing the entire learning process

5. Interaction and time management - Vocal control, clarity and intelligibility of speech - Coherence of oral and written communication - Quality of interaction - Time management - Other matters improving communication	- Inarticulate and unintelligible speech, with deficient vocal control - Oral and written communication are not in alignment, or their alignment is inadequate - No interaction, or interaction is inadequate - Unsuccessful time management	The assessment components are partly achieved	- Vocal control and speech are clear and intelligible, supporting each other - Oral and written communication are in alignment - Interaction is appropriate for the demonstration of teaching skills - The time limit of the session is not exceeded	The assessment components are very well achieved	- Vocal control and speech are clear and intelligible, supporting each other very well - Oral, written and visual communication are in alignment, supporting each other - Interaction supports students' learning process - Time management is pedagogically sound