ASSESSMENT MATRIX FOR TEACHING SKILLS

- Teaching experience will take into consideration course-based teaching, including intensive teaching, field courses, etc., as well as, *when necessary*, non-university teaching.

Assessment Areas of assessment for teaching skills	Passable	Satisfactory	Good	Very good	Excellent
1. Teaching experience - Quantity and quality of teaching experience	- No complete courses, but calculation exercises or course assistant duties, or a handful of guest lectures - Very little experience in various teaching and assessment methods	- Planning and implementing teaching in at least one course **or** other significant teaching experience (e.g., course coordinator, guest lecturer, course assistant) - Little experience in various teaching and assessment methods	- Planning and implementing teaching in at least two courses **or** in one course plus other significant teaching experience (e.g., course coordinator, guest lecturer, course assistant) - As a rule, collects feedback from students, taking it into account in the development of teaching - Some experience in various teaching and assessment methods	- Planning and implementing teaching in at least three different courses - Regularly collects feedback from students, utilising it in the development of teaching - Extensive experience in various teaching and assessment methods	- Planning and implementing teaching in at least five different courses - Systematically collects feedback from students as part of the development of teaching - A great deal of experience in various teaching and assessment methods
2. Supervision and guidance experience - Supervision of theses - Other supervision and guidance experience	No supervision experience or ongoing supervision	One thesis supervised to completion	Two theses supervised to completion	At least three theses at two different levels supervised to completion	At least five theses supervised to completion, including at least two doctoral theses
3. Pedagogical training - Studies in university pedagogy or pedagogical studies required of teachers - Teacher education, related qualifications	- Very little pedagogical studies or training (e.g., individual training days or events)	- 5 credits worth of studies required of teachers or studies in university pedagogy	- At least 10 credits worth of either studies required of teachers or studies in university pedagogy	- At least 25 credits worth of either studies required of teachers or studies in university pedagogy	- At least 60 credits worth of either studies required of teachers or studies in university pedagogy

- Other pedagogical studies and courses					
4. Ability to produce learning material - Quantity and quality of learning material produced for the university level - Availability of material and scope of use - Other learning material relevant to the position (e.g., general upper secondary school, university of applied sciences, continuing education)	- Little learning material produced for personal use	- Some learning material produced for personal use	- Learning material produced and shared online (e.g., Moodle or Wiki) with students for at least one course	- Learning material produced for several courses and shared with other teachers in accordance with discipline-specific practices	- Learning material produced for several courses and shared with other teachers in accordance with discipline-specific practices - One learning material released by a publisher or openly published online material, such as a MOOC
5. Other teaching merits (SEE THE LIST BELOW)	- Little participation or evidence of merits	- At least one of items A to H	- At least two of items A to H or exceptional merits for one item	- At least three of items A to H or exceptional merits for two items	- At least four of items A to H, with exceptional merits for at least two items
6. Demonstration of teaching skills (according to a separate matrix)					

Other teaching merits **include the following**:

A. Degree programme directorship, membership in a steering committee

B. Participation in drafting documents guiding teaching (e.g., curricula, student admissions)

C. Expert duties related to teaching (e.g., membership in a teaching skills committee)

D. University-level, national and international working groups related to the development of teaching

E. Teaching development projects (both funded and non-funded positions)

F. Special distinctions and awards related to teaching

G. Other significant teaching merits (e.g., international teaching experience, teaching in a language other than the applicant's first language, evidence of informal development of teaching skills and the sharing of the applicant's pedagogical skills, such as peer mentoring or participation in seminars or conferences relevant to the field of teaching)

H. Pedagogical publications

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 the title of docent:

- 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 aimed 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 appropriate language skills for the position.**

Assessment components	Passable	Satisfactory	Good	Very good	Excellent
Consideration of the target group	The target group is not taken into consideration. The topic is examined in a manner that is clearly too challenging or elementary.	The target group is partially taken into consideration. The topic is examined in a manner that is slightly too challenging or elementary.	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.

Learning outcomes	Learning outcomes and other orientation to the topic are not provided.	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.
Teaching methods and materials	- The teaching is purely limited to transmitting knowledge. - The participation of the target group in the learning situation is poorly if at all supported. - The topic is not illustrated (with e.g., concrete examples).	- The teaching is mainly limited to transmitting knowledge. - Illustration of the topic is meagre.	- In addition to the sharing of information, the participation of the target group in the learning situation is appropriately supported. - The illustration (e.g., concrete examples) highlights connections between theory and practice.	- The teaching methods include an element that activates the students' learning (e.g., using a digital tool for polls, conducting discussions in pairs or groups). - The illustration establishes new connections between theory and practice.	- The teaching takes students into consideration as active constructors of knowledge. The target group is motivated to follow the teaching situation, to show interest in the topic and to participate. - The illustration establishes insightful connections between theory and practice.
Time management - Structure and rhythm	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, or the instruction seems 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 structure of the teaching demonstration is clear and its stages support learning).	The amount of chosen material is appropriate to the time available, which is used in a pedagogically sensible manner (the structure is clear and time is given to the students' learning process).

Clarity of presentation, interaction	The applicant's voice does not carry sufficiently in the room or is partly unintelligible. The applicant is focused on completing the teaching demonstration; little contact is made with the audience.	The applicant speaks audibly but not necessarily always intelligibly. The applicant makes contact with the audience. The applicant asks a few, closed yes-or-no-questions or answers questions by the audience.	The applicant's speech is audible and easy to follow. The applicant makes natural and appropriate contact with the audience. The applicant asks the audience activating questions and answers any questions clearly and appropriately.	The applicant's speech is audible and easy to follow. The applicant makes natural contact with the audience, encouraging interaction. Interaction is appropriate for the demonstration of teaching skills.	The applicant's speech is audible and easy to follow. The applicant makes natural contact with the audience, encouraging interaction. Interaction is appropriate for the demonstration of teaching skills. The applicant engenders an atmosphere that inspires learning.