



1 March 2016

Assessment of teaching skills at the Faculty of Theology

All appointees to the Faculty's teaching positions must have good teaching skills. Permanent employment requires at least good teaching skills in accordance with the Faculty's matrix for assessing teaching skills. Similar teaching skills are also required of applicants for the title of docent. When assessing applicants for tenure-track positions or university instructor positions, the Faculty considers the length of their academic career and opportunities to develop teaching skills. The Faculty also values applicants who show potential to develop their teaching skills. These comprehensive assessments of the applicants' teaching skills potential are taken into account in the overall evaluation.

Assessment of teaching skills as a whole and as part of overall evaluation

The committee for the assessment of teaching skills assesses each applicant's teaching skills as a whole. This assessment is based on the teaching qualifications specified in the application documents as well as on the demonstration of teaching skills and an interview. The committee assesses teaching skills in the following five areas, explained in more detail in the attached matrix:

1. Pedagogical training and maintenance of teaching skills
2. Teaching and supervision experience as well as use of teaching methods
3. Production of learning material and use of educational technologies
4. Development, collaboration and ideas related to teaching
5. Demonstration of teaching skills

In the case of an applicant for the title of docent or for another position in which applicants are not compared with each other, a previous assessment of teaching skills at the Faculty can be considered within three years of that assessment. However, a demonstration of teaching skills provided for the assessment of teaching skills can be considered for five years, in which case other teaching qualifications must be assessed on the basis of an up-to-date portfolio and, if necessary, an interview.

The committee must prepare a written statement that explains whether the applicant has the teaching skills required for the position or for the title of docent. The working groups preparing the recruitment as well as other committees or bodies to which the statement on the teaching skills is submitted must consider that statement as part of their overall evaluation.

Matrix for assessing teaching skills at the Faculty of Theology

| | POOR | SATISFACTORY | GOOD | EXCELLENT |
|--|--|--|---|--|
| 1. Pedagogical training and maintenance of teaching skills | No pedagogical training. | Pedagogical training (approx. 5–10 cr). | Pedagogical training (approx. 15–25 cr). | Considerable pedagogical training (intermediate level). |
| | No maintenance or development of teaching skills. | Some evidence of developing teaching skills. | Evidence of actively and methodically developing teaching skills. | Continuous development of teaching skills as well as understanding the importance of maintaining them. |
| 2. Teaching and supervision experience as well as use of teaching methods | No university-level teaching experience. | University-level teaching experience. | Diverse university-level teaching experience (basic, intermediate and/or advanced studies as well as supervision of Bachelor's and/or Master's theses). | Solid and wide-ranging teaching and supervision experience (incl. the supervision of postgraduate students). |
| | Has not used different teaching methods (different ways to teach). | Has used a limited range of teaching methods. | Has used a wide range of teaching methods to support learning. | Has produced teaching innovations and carried out experiments, and uses teaching methods based on constructive alignment. |
| 3. Production of learning material and use of educational technologies | Has not produced learning material. | Has produced some learning material (e.g., teaching material, co-production of a textbook, production of online material). | Has produced a wide range of learning material. | Has produced high-quality, well-regarded and current learning material (e.g., a textbook or an online learning environment). |
| | Does not use educational technologies (various teaching aids) to illustrate teaching. | Uses some educational technologies to illustrate teaching. | Uses diverse educational technologies to illustrate teaching and support learning. | Uses diverse educational technologies in an inspiring and creative manner to support learning and illustrate teaching. |
| 4. Development, collaboration and ideas related to teaching | No experience of teaching-related collaboration or development. | Efforts to collaborate in or develop teaching. | Evidence of teaching-related collaboration. Has participated in the development of teaching in various networks. | Evidence of teaching-related collaboration and active participation in the development of teaching in various networks. |
| | Collects little feedback from students and/or peers and does not use it to develop teaching. | Collects some feedback from students or colleagues and understands how it can be used to develop teaching. | Systematically collects relevant feedback. Uses feedback to develop teaching. | Considers feedback as a necessary tool for developing teaching. |
| | Unstructured pedagogical ideas. | Pedagogical ideas are presented, but not sufficiently communicated in the teaching demonstration (inconsistency between the portfolio and the teaching demonstration). | Pedagogical ideas are clearly expressed and implemented in teaching. | Profound pedagogical ideas are clearly implemented in teaching. Profound theoretical knowledge consistently steers teaching. |

| | POOR | SATISFACTORY | GOOD | EXCELLENT |
|--|--|---|---|---|
| 5. Demonstration of teaching skills | | | | |
| <i>Content and structure of teaching</i> | The content is irrelevant to the field of teaching. The title does not match the content. | The content is relevant to the field of teaching. The title matches the content. There are some deficiencies in the subject matter. | The content is current and relevant to the field of teaching. The title matches the content. The teaching is well structured. | The content is current and relevant to the field of teaching, and provides new perspectives. The title seamlessly matches the content. The teaching is well structured and addresses the topic from diverse viewpoints. |
| <i>Learning outcomes and context</i> | No learning outcomes are set. The context is not considered. | The learning outcomes are vaguely expressed. The context is only partially considered. | The learning outcomes are clearly expressed. The context is carefully considered. | The learning outcomes are clear and effectively implemented in the teaching. The context and the prior knowledge of the audience are very carefully considered. |
| <i>Research basis</i> | The research basis is not reflected in the teaching. | The teaching is demonstrated as being based on research. | The teaching is based on research essential for the topic. | The teaching is based on the latest, diverse and central research which is clearly explained and insightfully assessed. |
| <i>Illustration</i> | The teaching is difficult to understand. No illustration or examples are employed. | The teaching is understandable. Illustration or examples are employed to a limited extent. | The teaching is clear and understandable. Illustration and examples are employed to clarify the connection between theory and practice. | The teaching is clear, and its objectives are well implemented. Illustration and examples are employed in a diverse manner to shed light on the connection between theory and practice. |
| <i>Interaction</i> | There is no interaction between the teacher and the audience. The students are not encouraged to engage in the learning process. | There is some interaction between the teacher and the audience. The students are engaged in the learning process, but the methods remain unconnected and do not support learning. | The teacher naturally interacts with the audience and encourages the participants to inquire and debate. The students are motivated to engage in the learning process through reflection and similar assignments. | The whole teaching demonstration is characterised by interaction, and the participants are encouraged to debate. The students are motivated to engage in the learning process through a wide range of reflection and assignments. |
| <i>Learning material</i> | The learning material is unclear and quantitatively unbalanced (e.g., too many transparencies or too much text). | The learning material is clear but slightly unbalanced (e.g., too many PowerPoint slides). | The learning material is clear, wide-ranging and quantitatively balanced. | The learning material is wide-ranging and takes diverse learners into account. |
| <i>Time management</i> | The teacher has considerable time management issues (e.g., too much content for the 30-minute duration). | The teacher has some time management issues (e.g., the lecture runs over or the last part is rushed through). | The teaching is well planned to last for the allocated 30 minutes. | The teaching is successfully planned to last for the allocated 30 minutes and to allow for interaction throughout. |