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. The assessment of teaching skills must take into account the applicant’s teaching skills as a whole. The assessment must take into consideration the areas of teaching skills stated in the Regulations of the University of Helsinki (section 34): teaching experience, pedagogical training, the ability to produce learning material, other teaching merits and, if necessary, a demonstration of teaching skills, as well as participation in doctoral education. A five-step written scale, that conforms to section 37 of the Regulations on Degrees and the Protection of Students’ Rights, in which the grade Good represents the intermediate level, will be used for the assessment.

The areas of assessment of teaching skills have been compiled into an assessment matrix for teaching skills, where requirements for the grades have been specified separately for each area. 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 each other or be emphasised to varying degrees in relation to the position in question and its requirements.

In accordance with the Regulations, one area of teaching skills is a demonstration of teaching skills. A separate assessment matrix for the demonstration of teaching skills has been drafted. The demonstration areas must be assessed in accordance with the matrix, and the grades given to individual areas may compensate each other when determining the overall grade. The grade given for a teaching demonstration must be taken into consideration when assessing the overall 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 of submitted written material**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Fail</th>
<th>Passable</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Very good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching experience and development</td>
<td>- No teaching experience</td>
<td>- Limited teaching experience</td>
<td>- Experience from teaching various courses</td>
<td>- Experience from teaching various courses AND has been responsible for planning and providing courses</td>
<td>- Teaching experience at varying levels (bachelor’s, master’s, doctoral or equivalent) AND has been responsible for planning and providing several courses at different levels</td>
<td>- Teaching experience at varying levels (bachelor’s, master’s, doctoral or equivalent) AND has been responsible for planning and providing several courses at different levels</td>
</tr>
<tr>
<td>- Extent of teaching experience</td>
<td>- Little variance in teaching methods. Participation in the assessment of students’ skills, but not in the planning of assessment</td>
<td>- Experience in various teaching methods and homogenous assessment methods</td>
<td>- Planning and experimenting with various teaching and assessment methods, with consideration given to students’ active</td>
<td>- Planning and experimenting with</td>
<td>- Planning and target-oriented development of teaching and assessment methods in a pedagogically justified manner, as well as evidence of the development work having a</td>
<td></td>
</tr>
<tr>
<td>Feedback to develop teaching</td>
<td>Feedback</td>
<td>Studying and learning</td>
<td>Various teaching and assessment methods, with consideration given to students’ active studying and learning, as well as justification of the pedagogical functionality of the methods</td>
<td>Positive impact on students’ learning</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>- Individual examples of feedback received, but no evidence of using it</td>
<td>- Supervision of several completed theses</td>
<td>- Feedback collected, with concrete evidence of using it to develop teaching</td>
<td>- Supervision of several completed theses, including experience in doctoral dissertation supervision</td>
<td>- Pedagogically justified original teaching innovations or experiments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Feedback collected, with concrete evidence of using it to develop teaching</td>
<td></td>
<td>- Feedback collected systematically, with versatile evidence of using it to develop teaching, as well as reflection on the development of teaching</td>
<td>- Supervision of several theses and dissertations, also as the primary supervisor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Pedagogical training and thinking</th>
<th>- No pedagogical studies or training</th>
<th>- Very little pedagogical studies or training and/or expression of interest in pedagogical training</th>
<th>- Pedagogical studies worth 5 cr or other evidence of individual courses in pedagogy</th>
<th>- At least 10 cr worth of pedagogical studies for teachers or studies in university pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Studies in university pedagogy or other pedagogical studies</td>
<td>- No description of pedagogical thinking</td>
<td>- Original insights on teaching and learning, but no comprehensive pedagogical thinking</td>
<td>- At least 10 cr worth of pedagogical studies for teachers or studies in university pedagogy</td>
<td>- More than 10 cr worth of pedagogical studies for teachers or studies in university pedagogy</td>
</tr>
<tr>
<td>- Teacher education, related qualifications</td>
<td>- Meagre description of pedagogical thinking</td>
<td>- A clear understanding of</td>
<td>- Evidence of increasingly target-</td>
<td>- At least 25 cr worth of pedagogical studies for teachers or studies in university pedagogy</td>
</tr>
<tr>
<td>- Other pedagogical studies and courses, or equivalent</td>
<td></td>
<td></td>
<td></td>
<td>- Evidence of continuous development of the applicant’s teacher identity</td>
</tr>
<tr>
<td>- Pedagogical thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<td>- Pedagogical thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 3. Ability to use and produce learning material

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
</table>
| - No learning material produced                                          | - Learning material produced by the applicant is limited to illustrative teaching aids used in individual teaching situations.  
- Evidence of using learning material in teaching                           | - Various types of learning material produced and used in teaching.  
- Evidence of using learning material in teaching                             | - Material and digital learning platforms, if any, support teaching and learning, with justification given for their selection and use.  
- Evidence of learning material for courses produced by the applicant (e.g., course hand-outs, videos) and/or participation in the production of published learning material (e.g., a co-authored chapter of a textbook) | - Diverse production of learning material that supports students’ learning, as well as justified use of the material.  
- Evidence of learning material for courses produced by the applicant (e.g., course hand-outs, videos) and/or participation in the production of published learning material (e.g., a co-authored chapter of a textbook) | - Extensive production of top-level learning material for wide use that supports students’ learning well.  
- Description of a creative and justified use of learning material, applied to varying situations |

### 4. Other teaching merits, such as:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
</table>
| - No merits in teaching                                                   | - Limited participation and evidence of merits.  
- Some participation and evidence of merits                                  | - Moderate participation and evidence of merits.  
- May include special merits in one category                                 | - A good degree of participation and evidence of merits.  
- May include special merits in two to three categories                     | - Abundant participation and evidence of merits and distinctions in areas listed.  
- Evidence of pedagogical research/publications                             | - Description of a creative and justified use of learning material, applied to varying situations |

*Note: The table content is extracted from the document and presented in a readable format.*
student admissions)
- Expert duties related to teaching (e.g., membership in a teaching skills committee)
- University-level, Finnish and international working groups related to the development of teaching
- Teaching development projects
- Research and publications related to teaching
- Special distinctions and prizes related to teaching
- Other teaching merits

### ASSESSMENT MATRIX FOR THE DEMONSTRATION OF TEACHING SKILLS

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Fail</th>
<th>Passable</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Very good</th>
<th>Excellent</th>
</tr>
</thead>
</table>
| 1. Learning outcomes, target group and context | - No definition of the learning outcomes
- No mention of the target group | - Ambiguous definition of the learning outcomes
- Treatment of the topic clearly too advanced or elementary for the target group | - Learning outcomes have been defined, but not achieved or only partly achieved
- Treatment of the topic slightly too advanced or elementary for the target group | - Clear description of the learning outcomes, which are achieved
- Treatment of the topic appropriate for the target group, corresponds with its skills level | - Clear description of the learning outcomes, appropriate to the target group
- The learning outcomes are monitored during teaching and their achievement assessed
- Treatment of the topic appropriate for the target group, challenging students to learn | - Clear description of the learning outcomes appropriate to the target group
- The learning outcomes are monitored during teaching and very well achieved.
- The achievement of the learning outcomes is assessed. |
<table>
<thead>
<tr>
<th>2. Teaching content</th>
<th>- The topic of the demonstration does not correspond with its content</th>
<th>- The topic and content of the demonstration correspond to each other to some extent</th>
<th>- The topic and content of the demonstration correspond well to each other</th>
<th>- The topic and content of the demonstration correspond to each other, while presenting new perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- No research orientation, or impractical research orientation</td>
<td>- Meagre research orientation</td>
<td>- The content is critically examined and argued</td>
<td>- The content is critically examined and very effectively argued</td>
</tr>
<tr>
<td></td>
<td>- The topic is examined critically</td>
<td>- Scientific knowledge is appropriate for the topic</td>
<td>- The connection between theory and practice is explained</td>
<td>- The connection between theory and practice is very appropriately explained</td>
</tr>
<tr>
<td></td>
<td>- Scientific knowledge is appropriate for the topic</td>
<td>- The demonstration touches upon the applicant’s research</td>
<td>- The scientific knowledge is appropriate for the topic</td>
<td>- The scientific knowledge is diverse and appropriate for the topic</td>
</tr>
<tr>
<td></td>
<td>- The demonstration touches upon the applicant’s research</td>
<td></td>
<td>- Where appropriate, the applicant’s research is used during the demonstration</td>
<td>- The target group has been taken into consideration when making choices related to content</td>
</tr>
<tr>
<td></td>
<td>- The target group has been taken into consideration when making choices related to content</td>
<td></td>
<td>- The target group has been taken into consideration when making choices related to content</td>
<td>- The target group has been carefully taken into consideration when making choices related to content</td>
</tr>
</tbody>
</table>
### 3. Teaching methods and aids
- Organisation of the teaching situation with consideration given to the learning outcomes, content, target group and context
- Motivation of target group
- Appropriate use of chosen teaching methods
- Appropriate use of teaching aids and material
- Use of digital education technologies

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- The teaching is limited to transmitting knowledge</td>
<td>- The teaching is limited to transmitting knowledge</td>
</tr>
<tr>
<td>- The illustrations and teaching aids do not support teaching/learning</td>
<td>- The illustrations and teaching aids only partially support teaching/learning</td>
</tr>
<tr>
<td>- The teaching situation has been poorly organised</td>
<td>- The organisation of the teaching situation is deficient</td>
</tr>
<tr>
<td>- In addition to transmitting knowledge, the teaching is interactive</td>
<td>- The teaching primarily emphasises the transmission of knowledge</td>
</tr>
<tr>
<td>- The illustrations make the topic more concrete and the use of teaching aids supports learning</td>
<td>- The illustrations are comparatively unvaried and, as a rule, the use of teaching aids supports understanding the content</td>
</tr>
<tr>
<td>- The organisation of the teaching situation works comparatively well in light of the learning outcomes</td>
<td>- The organisation of the teaching situation has been appropriately organised, with consideration given to the learning outcomes and the content</td>
</tr>
<tr>
<td>- The teaching methods and material are appropriately used in light of the teaching situation and content</td>
<td>- The teaching situation has been very appropriately organised, with consideration given to the learning outcomes, content, target group and context</td>
</tr>
<tr>
<td>- The target group is motivated to closely follow the teaching situation</td>
<td>- The target group is motivated to closely follow the teaching situation</td>
</tr>
<tr>
<td>- Diverse teaching methods and material are appropriately used in light of the situation, learning outcomes and content</td>
<td>- Diverse teaching methods and material are appropriately used in light of the situation, learning outcomes and content</td>
</tr>
<tr>
<td>- The treatment of the subject is appropriate for the target group, challenging students to learn</td>
<td>- The treatment of the subject is appropriate for the target group, challenging students to learn</td>
</tr>
</tbody>
</table>

### 4. Review and assessment of learning
- Review of the teaching situation and the assessment of learning in line with the set learning outcomes

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- No review of the teaching situation, no assessment of achievement of the learning outcomes</td>
<td>- Ambiguous review of the teaching situation</td>
</tr>
<tr>
<td>- Review of the teaching situation in line with the learning outcomes</td>
<td>- Review of the teaching situation constructively in line with the learning outcomes</td>
</tr>
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</tr>
</tbody>
</table>
## 5. The teacher’s performance

- **Vocal control, clarity and intelligibility of speech**
  - Inarticulate/unintelligible speech
  - Coherent oral and written communication
  - No contact with the audience
  - Incoherent oral and written communication
  - Limited contact with the audience
  - Notable excess or lack of teaching material in light of the time given

- **Coherence of oral and written communication**
  - Occasionally inarticulate speech
  - Oral and written communication may happen to be partly coherent
  - Limited contact with the audience
  - Notable excess or lack of teaching material in light of the time given

- **Quality of interaction**
  - Articulate speech
  - Coherent oral and written communication
  - The applicant is in active contact with the audience and the interaction is appropriate
  - Time management is appropriate and the scope of selected material corresponds with the time given

- **Time management**
  - Articulate speech and presentation
  - Coherent oral and written communication
  - Natural and matter-of-fact contact with the audience and interaction appropriate to the demonstration
  - Time management is appropriate and the scope of selected material corresponds with the time given

- **Other matters concerning communication**
  - Articulate and intelligible speech, and convincing presentation
  - Coherent oral and written communication as well as visuals
  - Natural contact with the audience and interaction appropriate to the demonstration
  - Time management is pedagogically sensible and the scope of selected material corresponds with the time given; the time is used in a sensible manner

- **Assessment of learning during the actual teaching situation is described**
  - Participants’ learning is assessed in a versatile manner in relation to the learning outcomes during teaching

- **Inarticulate/unintelligible speech**
  - Occasionally inarticulate speech
  - Oral and written communication may happen to be partly coherent
  - Limited contact with the audience
  - Notable excess or lack of teaching material in light of the time given

- **Incoherent oral and written communication**
  - Articulate speech
  - Coherent oral and written communication
  - The applicant is in active contact with the audience and the interaction is appropriate
  - Time management is appropriate and the scope of selected material corresponds with the time given

- **No contact with the audience**
  - Articulate speech and presentation
  - Coherent oral and written communication
  - Natural and matter-of-fact contact with the audience and interaction appropriate to the demonstration
  - Time management is appropriate and the scope of selected material corresponds with the time given

- **Occasionally inarticulate speech**
  - Articulate and intelligible speech, and convincing presentation
  - Coherent oral and written communication as well as visuals
  - Natural contact with the audience and interaction appropriate to the demonstration
  - Time management is pedagogically sensible and the scope of selected material corresponds with the time given; the time is used in a pedagogically sensible manner

- **Coherent oral and written communication**
  - Articulate speech
  - Coherent oral and written communication
  - The applicant is in active contact with the audience and the interaction is appropriate
  - Time management is appropriate and the scope of selected material corresponds with the time given

- **Limited contact with the audience**
  - Articulate speech and presentation
  - Coherent oral and written communication
  - Natural and matter-of-fact contact with the audience and interaction appropriate to the demonstration
  - Time management is appropriate and the scope of selected material corresponds with the time given

- **Notable excess or lack of teaching material in light of the time given**
  - Articulate and intelligible speech, and convincing presentation
  - Coherent oral and written communication as well as visuals
  - Natural contact with the audience and interaction appropriate to the demonstration
  - Time management is pedagogically sensible and the scope of selected material corresponds with the time given; the time is used in a pedagogically sensible manner

- **Occasionally inarticulate speech**
  - Articulate speech
  - Coherent oral and written communication
  - The applicant is in active contact with the audience and the interaction is appropriate
  - Time management is appropriate and the scope of selected material corresponds with the time given

- **Incoherent oral and written communication**
  - Articulate speech and presentation
  - Coherent oral and written communication
  - Natural and matter-of-fact contact with the audience and interaction appropriate to the demonstration
  - Time management is appropriate and the scope of selected material corresponds with the time given

- **No contact with the audience**
  - Articulate and intelligible speech, a convincing and competent presentation
  - Coherent oral and written communication as well as visuals
  - Natural contact with the audience and interaction appropriate to the demonstration
  - Time management is pedagogically sensible and the scope of selected material corresponds with the time given; the time is used in a pedagogically sensible manner