

TEACHING SKILL ASSESSMENT CRITERIA, Faculty of Pharmacy

| Component of teaching skills | Excellent | Good | Satisfactory | Poor |
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| 1. Pedagogical training and teaching philosophy | | | | |
| Pedagogical training | * The applicant has completed systematic and extensive pedagogical training (>30 cr), teacher education, studies in university pedagogy or equivalent. | * The applicant has completed extensive pedagogical training, including studies in university pedagogy or other related courses (15-30 cr). | * The applicant has completed some pedagogical training or individual courses (<15 cr). | * The applicant has no pedagogical training. |
| Teaching philosophy, understanding of teaching and learning | * The applicant displays and can provide proof of the practical application of a structured teaching philosophy, independent pedagogical thinking as well as an understanding of high-quality learning and research-based teaching. | * The applicant has a clear understanding of teaching and learning as well as a well-grounded teaching philosophy and pedagogical thinking. | * The applicant has independent views of teaching and learning, but no comprehensive teaching philosophy. | * The applicant has no coherent teaching philosophy or understanding of teaching. |
| Development of teaching skills | * The applicant is engaged in goal-oriented and continuous development of teaching skills, self-evaluation of teaching and the maintenance of professional skills. | * The applicant has plans for the development of teaching skills through, e.g., advanced pedagogical studies. | * The applicant shows interest in completing training in university pedagogy or similar. | * The applicant shows no interest in the development of teaching skills or a teaching philosophy. |
| Practical application of pedagogical training and teaching philosophy | * The applicant displays a comprehensive understanding of pedagogical training and has a well-developed teaching philosophy as well as an ability to apply the acquired information and skills in teaching. | * The applicant applies the acquired training and teaching philosophy in teaching in a deliberate and goal-oriented manner. | * The impact of pedagogical training on the applicant's teaching is weak or insignificant. | * The applicant does not apply a training or teaching philosophy in practice. |
| 2. Practical teaching experience | | | | |
| Teaching experience (university teaching or equivalent) | * The applicant has extensive, diverse teaching experience and uses a range of teaching methods while engaging in independent teaching experiments. | * The applicant has a great deal of teaching experience as well as an understanding of and experience with a range of teaching methods. | * The applicant has some experience in teaching and in employing some teaching methods. | * The applicant has narrow or little teaching experience, and the teaching is limited to a mere transfer of information. |
| Other educational experience comparable to teaching | * The applicant has extensive experience in training and supervision in a workplace context as well as education cooperation between the private and university sectors. | * The applicant has participated in workplace training as a teacher or supervisor. | * The applicant has little experience or has provided some training in a workplace context. | * The applicant has no experience as trainer or teacher in a workplace context. |
| Coordinating, organising and planning teaching | * The applicant has a great deal of experience in coordinating, organising and planning, has understood their significance, and applies this experience to teaching. The applicant can assume responsibility for extensive study modules and study contents. | * The applicant has coordinated courses and has been in charge of organising and planning study modules. | * The applicant has participated in courses as a teacher and has been in charge of individual components or assignments. | * The applicant has no experience in coordinating teaching. |
| Supervising theses | * The applicant has supervised several theses and dissertations, also as the primary supervisor. | * The applicant has supervised several theses, served as the main supervisor for Master's theses, and has participated in the supervision of dissertations. | * The applicant has supervised individual theses alongside other supervisors or as a member of a supervision group. | * The applicant has no experience in supervising theses or dissertations. |
| Research-based teaching | * The applicant applies research-based information in a critical and systematic way to clarify, illustrate and update teaching. | * The applicant employs research-based information as part of teaching. | * The applicant attempts to connect research to teaching. | * The applicant has not engaged in research-based teaching. |
| Teaching development and gathering feedback | * The applicant has proof of successful teaching development utilising systematically collected feedback in a constructive way. | * The applicant has proof of teaching development. Feedback is collected and utilised in teaching. | * The applicant attempts to develop teaching, and occasionally collects feedback. | * The applicant gives no indication of developing teaching or collecting feedback. |
| 3. Ability to produce teaching and learning material | | | | |
| Producing learning material | * The applicant has proof of having produced high-grade learning material and of publishing it for a range of purposes (e.g., lecture material, online learning environments, electronic publications, videos, textbooks, articles). | * The applicant has proof of having produced learning material mainly for courses and study modules (e.g., handouts, lecture material, websites). | * The applicant has produced learning material mainly for use in his or her own teaching (e.g., lectures, handouts). | * The applicant has produced no learning material. |
| Use and application of learning material in teaching | * The applicant utilises learning material in teaching in a skilful and creative way to promote learning. The learning material is examined critically, and its contents are explained, supplemented and updated. | * The applicant utilises learning material systematically as a teaching aid, and its content is discussed and explained in the course of teaching. | * The applicant utilises learning material in a mechanical manner, and the material directs and dominates the teaching. | * The learning material utilised by the applicant is incoherent, outdated or non-existent. |
| 4. Other teaching qualifications | | | | |
| Awards, publications, expert and elected positions, teaching cooperation, feedback | * The applicant has received recognition for high-quality teaching and can present proof of teaching cooperation, expert or elected positions, pedagogical publication or other teaching involvement. * The applicant has submitted excellent teaching feedback or has given other demonstrations of teaching skills. | * The applicant has participated in teaching cooperation. * The applicant has held expert or elected positions in his or her field. * The applicant has submitted good teaching feedback or has demonstrated teaching skills in another way. | * The applicant shows interest in other positions as well as in teaching cooperation, and has received positive feedback. | * The applicant has no other teaching qualifications, and no proof of teaching cooperation, receiving feedback or engaging in assessment. |