

Teaching skills assessment matrix (University of Helsinki Language Centre)

Based on the Academic Affairs Council matrix, the Faculty of Arts matrix revised on the basis of the Academic Affairs Council matrix, and the previous Language Centre assessment matrix. 12 February 2021, working group (Heini Lehtonen, Tuula Lehtonen, Janne Niinivaara and Riikka Järvelä)

This document begins with the teaching skills assessment matrix, followed by the assessment matrix for the demonstration of teaching skills. The matrices are indicative only: the overall assessment of teaching skills or the teaching demonstration need not be the average of the grades given for the assessed areas; rather, certain areas may be emphasised in different application processes in accordance with the application criteria. Applicants receive the matrices in advance and can use them to prepare for the teaching demonstration. For the sake of transparency, criteria not mentioned in the relevant matrix cannot be applied to the assessment of the teaching demonstration.

1. Pedagogical training and thinking					
Assessment area	Passable	Satisfactory	Good	Very good	Excellent
<ul style="list-style-type: none"> – pedagogical thinking and its development – pedagogically relevant studies and courses: <ul style="list-style-type: none"> – studies in university pedagogy – pedagogical studies for teachers – other pedagogical training and courses 	<ul style="list-style-type: none"> – little or no description of personal pedagogical thinking – very limited or no pedagogical studies 	<ul style="list-style-type: none"> – meagre description of pedagogical thinking – courses in university pedagogy or other pedagogically relevant studies and courses worth approximately 5 credits (or equivalent) 	<ul style="list-style-type: none"> – justified description of pedagogical thinking that demonstrates understanding of the principles of high-quality and research-based constructive teaching – courses in university pedagogy or other pedagogically relevant studies and courses worth approximately 10 credits (or equivalent) 	<ul style="list-style-type: none"> – clear and justified description of pedagogical thinking that demonstrates understanding of high-quality and research-based constructive teaching, as well as evidence of related application – courses in university pedagogy or other pedagogically relevant studies and courses worth approximately 25 credits (or equivalent) 	<ul style="list-style-type: none"> – analytical and justified description of pedagogical thinking, demonstrating understanding of high-quality and research-based constructive teaching, as well as diverse evidence of related application – courses in university pedagogy or other pedagogically relevant studies and courses worth approximately 60 credits (or equivalent)

2. Teaching experience and development of teaching					
Assessment area	Passable	Satisfactory	Good	Very good	Excellent
<ul style="list-style-type: none"> – amount, scope and diversity of teaching experience – use and development of various teaching methods and technologies – development of teaching and assessment, as well as collection and utilisation of peer and student feedback – student guidance and supervision associated with teaching 	<ul style="list-style-type: none"> – little or no teaching experience – meagre experience in teaching or assisting teaching – little or no evidence of the development of teaching and assessment 	<ul style="list-style-type: none"> – little variety in teaching experience, for example, in holding individual teaching sessions or supervising assignments – some evidence of independently planned and implemented courses – some evidence of the development of teaching and assessment, as well as utilising feedback in course development 	<ul style="list-style-type: none"> – moderate amount of teaching experience – experience in teaching, including university teaching – moderate amount of evidence of independently planned and implemented courses – moderate amount of evidence of the development of teaching and assessment, as well as utilising feedback in course development 	<ul style="list-style-type: none"> – diverse experience in teaching, including university-level teaching – evidence of several independently planned and implemented courses – evidence of actively developing teaching and assessment, as well as utilising feedback in course development 	<ul style="list-style-type: none"> – extensive and diverse experience in teaching, including university teaching – evidence of numerous independently planned and implemented courses – considerable amount of evidence of actively developing teaching and assessment in the long term, as well as diversely utilising feedback in course development
3. Ability to produce learning material					
Assessment area	Passable	Satisfactory	Good	Very good	Excellent
<ul style="list-style-type: none"> – amount and quality of learning material relevant for the position (e.g., universities, general upper secondary schools, universities of 	<ul style="list-style-type: none"> – little or no learning material produced – homogeneous learning material produced only for personal use 	<ul style="list-style-type: none"> – some learning material produced – diverse learning material produced for personal use only 	<ul style="list-style-type: none"> – moderate amount of learning material produced – evidence of sharing learning material to be used by others 	<ul style="list-style-type: none"> – considerable amount of learning material produced – evidence of wider availability of learning material and/or use of learning material in courses taught by others 	<ul style="list-style-type: none"> – very considerable amount of learning material produced – evidence of wider availability of learning material produced and/or extensive use of the learning material in courses taught by others

applied sciences, continuing education) – digital learning material and environments – scope of material use and its availability					
4. Thesis supervision experience					
Assessment area	Passable	Satisfactory	Good	Very good	Excellent
– scope and diversity of supervision experience (bachelor’s, master’s and doctoral theses and seminars, including an itemisation of various supervisory roles: primary or secondary supervisor, etc.) – number of completed supervised theses	– little or no supervision experience	– some supervision experience and a handful of completed theses	– moderate amount of supervision experience and several completed theses	– extensive experience in supervising several theses at various degree levels	– very extensive experience in supervising numerous theses at various degree levels

5. Other teaching merits					
Assessment area	Passable	Satisfactory	Good	Very good	Excellent
<ul style="list-style-type: none"> – participation in drafting documents guiding teaching (e.g., curricula, student admissions) – leadership and management tasks related to teaching – membership in working groups or units developing/guiding teaching – expert duties relating to teaching (e.g., a teaching skills committee or the finnish matriculation examination board) – local, national and/or international participation in the development of teaching and in 	<ul style="list-style-type: none"> – little or no participation or evidence of other teaching merits 	<ul style="list-style-type: none"> – some participation and evidence of other teaching merits 	<ul style="list-style-type: none"> – moderate amount of participation and evidence of other teaching merits 	<ul style="list-style-type: none"> – extensive participation, and evidence of other teaching merits, in many different educational fields 	<ul style="list-style-type: none"> – a great deal of diverse participation, and evidence of other teaching merits, in many different educational fields

<p>development projects – research and publications related to teaching – special distinctions and prizes related to teaching – national and international cooperation, such as teacher exchange – other teaching, guidance or supervision experience</p>					
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ASSESSMENT MATRIX FOR THE DEMONSTRATION OF TEACHING SKILLS

The assessment of a demonstration of teaching skills is based on the idea of constructively aligned teaching, where 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*).

Component of the demonstration of teaching skills					
Assessment area	Passable	Satisfactory	Good	Very good	Excellent
1. Application of the applicant's teaching philosophy to the demonstration of teaching skills	– The applicant's teaching philosophy is not reflected in the teaching demonstration, or the demonstration is contrary to the teaching philosophy.	The assessment components are partly achieved.	– The applicant's teaching philosophy is reflected in the teaching demonstration. – The teaching demonstration is not contrary to the applicant's teaching philosophy.	The assessment components are commendably achieved.	– The applicant's teaching philosophy is commendably reflected in the teaching demonstration. – The teaching demonstration clearly complies with the principles of the teaching philosophy described by the applicant.

2. Learning outcomes, target group and context					
Assessment area	Passable	Satisfactory	Good	Very good	Excellent
<ul style="list-style-type: none"> – definition of learning outcomes – consideration and definition of target group and context – achievement of the learning outcomes in the demonstration according to the principles of constructive alignment – review of the teaching situation 	<ul style="list-style-type: none"> – No definition of learning outcomes, or the definition is poor. – No definition/consideration of target group and context, or the definition/consideration is poor. – Learning outcomes are not achieved according to the principle of constructive alignment, or are poorly achieved. – No review of the teaching situation, or the review is poor. 	<p>The assessment components are partly achieved.</p>	<ul style="list-style-type: none"> – Learning outcomes are defined. – Teaching content, target group and context are taken into consideration when defining the learning outcomes. – Learning outcomes are achieved according to the principle of constructive alignment in the demonstration. – Review of the teaching situation carried out in alignment with the set learning outcomes. 	<p>The assessment components are commendably achieved.</p>	<ul style="list-style-type: none"> – Definition of learning outcomes is functional and student-oriented. – Definition of learning outcomes takes content, target group and context commendably into consideration. – Learning outcomes are commendably achieved in the demonstration in accordance with the principles of constructive alignment. – Review of the teaching situation is excellent and in alignment with the set learning outcomes.
3. Teaching content					
Assessment area	Passable	Satisfactory	Good	Very good	Excellent
<ul style="list-style-type: none"> – correspondence between the topic and content of the demonstration – research basis and topicality of the content – criticality and effective argumentation – connection between theory and practice 	<ul style="list-style-type: none"> – The topic of the demonstration does not correspond with its content, or their correspondence is poor. – The content is not based or is poorly based on research, and is not topical. – The content is not examined, or the critical examination and 	<p>The assessment components are partly achieved.</p>	<ul style="list-style-type: none"> – The topic and content of the demonstration correspond with each other. – The content is based on research and is topical. – The connection between theory and practice is explained. – The research knowledge is relevant 	<p>The assessment components are commendably achieved.</p>	<ul style="list-style-type: none"> – The topic and content of the demonstration correspond with each other very well according to the principles of constructive alignment. – The content is based on research and is highly topical. – The content is critically examined and argued.

<ul style="list-style-type: none"> – suitability and diversity of research knowledge used – consideration of the target group when making choices related to content 	<ul style="list-style-type: none"> argumentation of the content is deficient. – There is no connection between theory and practice, or it is poorly described. – There is no research knowledge, or it relates to the topic poorly. – The target group is not taken into consideration when making choices related to content, or is poorly considered. 		<ul style="list-style-type: none"> and appropriate for the topic, and is also based on personal research in terms of the set topic. – The target group is taken into consideration when making choices related to content. 		<ul style="list-style-type: none"> – The connection between theory and practice is very well described. – The research knowledge is appropriate for the topic and very diverse. – The content of the demonstration commendably supports students' learning in the target group.
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4. Teaching methods and aids

Assessment area	Passable	Satisfactory	Good	Very good	Excellent
<ul style="list-style-type: none"> – organisation of the teaching situation with consideration given to the learning outcomes, content, target group and context – motivation of the target group – appropriate use of various teaching methods – appropriate use of teaching aids and material, including the utilisation of digital educational technologies 	<ul style="list-style-type: none"> – The teaching situation is not appropriately organised, or the organisation is poor in terms of the learning outcomes and content. – The target group is not supported to take part in the learning situation, or is poorly supported. – The appropriateness of teaching methods is clearly inadequate in light of the situation and content. – The use of teaching aids and material is 	<ul style="list-style-type: none"> The assessment components are partly achieved. 	<ul style="list-style-type: none"> – The teaching situation has been appropriately organised, with consideration given to the learning outcomes, content, target group and context. – The target group is supported in taking part in the learning situation in an appropriate manner. – Teaching methods are used in a manner appropriate to the situation, target group and content. 	<ul style="list-style-type: none"> The assessment components are commendably achieved. 	<ul style="list-style-type: none"> – The teaching situation has been constructively and appropriately organised, with consideration given to the learning outcomes, content, target group and context. – The target group is motivated to follow the teaching situation, to show interest in the topic and to participate. – The teaching methods support students in their learning process. – Teaching aids and material are appropriately and constructively used in

	clearly inadequate in light of the situation and content.		– Teaching aids and material are appropriately used in terms of the situation, the target group and content.		terms of the teaching situation, target group and content.
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5. Assessment of learning

Assessment area	Passable	Satisfactory	Good	Very good	Excellent
<ul style="list-style-type: none"> – assessment of learning in relation to the learning outcomes set (in the teaching situation or the curriculum) – consideration given to the target group in solutions related to assessment (in the teaching situation or the curriculum) 	<ul style="list-style-type: none"> – Assessment of learning is not carried out or is carried out poorly in light of the set learning outcomes. – The target group is not given consideration, or is poorly considered in solutions related to assessment. 	The assessment components are partly achieved.	<ul style="list-style-type: none"> – Assessment of learning is in alignment with the set learning outcomes. – Assessment of learning is carried out appropriately for the target group. 	The areas of assessment are very well achieved.	<ul style="list-style-type: none"> – Assessment of learning is in alignment with the set learning outcomes and content, while appropriately supporting students' learning process. – Assessment of learning is diverse and transparent, encompassing the entire learning process.

6. Interaction and time management

Assessment area	Passable	Satisfactory	Good	Very good	Excellent
<ul style="list-style-type: none"> – vocal control, clarity and intelligibility of speech – alignment of oral and written communication – appropriate interaction – time management – other matters enhancing 	<ul style="list-style-type: none"> – Speech is unclear and difficult to understand – Oral and written communication are not in alignment. – The target group is given little consideration, and the learning process is poorly supported. 	The assessment components are partly achieved.	<ul style="list-style-type: none"> – Vocal control and speech are clear and intelligible, supporting each other. – Oral and written communication are in alignment. – Interaction is appropriate for the target group and supports 	The assessment components are commendably achieved.	<ul style="list-style-type: none"> – Vocal control and speech are clear and intelligible, supporting each other very well. – Oral, written and visual communication are commendably in alignment. – Interaction is appropriate for the target group and

communication/supporting interaction	– Time management is inappropriate.		students' learning process. – Time management is good.		supports students' learning process commendably. – Time management is pedagogically sound.
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