

## Evaluation of teaching skills

The University of Helsinki evaluates *teaching skills* when filling teaching and research positions or deciding on applications for the title of docent. The evaluation of teaching skills takes into account the applicant's teaching qualifications as a whole. The evaluation also considers the areas of teaching skills defined 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. The scale used to evaluate teaching skills is based on the five-level scale outlined in section 38 of the Regulations on Degrees and the Protection of Students' Rights at the University of Helsinki, in which the grade Good represents the intermediate level.

The areas of teaching skills to be assessed are summarised in the teaching evaluation matrix, which describes the requirements for each grade. Each area of teaching skills must be graded according to the matrix. The overall grade is not necessarily the mathematical average of the grades for the areas assessed because different areas can compensate for each other or be weighted differently, for example, in relation to the position to be filled and the related requirements.

In accordance with the Regulations, one of the areas included in teaching skills is the *demonstration of teaching skills*. A separate matrix has been prepared for its evaluation. The different components of the teaching demonstration must be assessed according to the matrix. When determining the overall grade, the grades for the different components may compensate for each other. The grade of the teaching demonstration is not necessarily the mathematical average of the grades for the individual components. The evaluation of the teaching demonstration is taken into account in the evaluation of teaching skills as a whole.

In accordance with the Regulations of the University of Helsinki, the minimum requirements for teaching skills vary according to position. This must be taken into account when assessing teaching skills and their appropriateness for the position in question.

## TEACHING EVALUATION MATRIX

Area of teaching skills	Passable	Satisfactory	Good	Very Good	Excellent
<b>1. Teaching experience</b> - Amount of teaching experience - Quality and diversity of teaching experience - Teaching and assessment methods - Supervision of Bachelor's and Master's theses - Development of one's teaching and use of feedback in such development	- Little teaching experience - Little experience of various teaching and assessment methods - No supervised theses - Little evidence of the development of one's teaching and the use of feedback in such development	- Some teaching experience - Some experience of various teaching and assessment methods - Some supervised theses - Some evidence of the development of one's teaching and the use of feedback in such development	- A fair amount of teaching experience - A fair amount of experience of various teaching and assessment methods - A fair number of supervised theses - A fair amount of evidence of the systematic development of one's teaching and the use of feedback in such development	- Extensive teaching experience - Extensive experience of various teaching and assessment methods - A large number of supervised theses - Extensive evidence of the sustained development of one's teaching and the use of feedback in such development	- Very extensive teaching experience - Very extensive experience of various teaching and assessment methods - A very large number of supervised theses - Very extensive evidence of the sustained development of one's teaching and the use of feedback in such development
<b>2. Pedagogical training</b> - Studies in university-level teaching and learning or studies in education for teachers - Teacher education or related qualifications - Other pedagogical studies and courses	- A very small amount of pedagogical studies or training	- 5 cr of studies in education for teachers or studies in university-level teaching and learning	- At least 10 cr of studies in education for teachers or studies in university-level teaching and learning	- At least 25 cr of studies in education for teachers or studies in university-level teaching and learning	- At least 60 cr of studies in education for teachers or studies in university-level teaching and learning
<b>3. Ability to produce learning material</b> - Amount of learning material for higher education - Quality of learning material for higher education - Digital learning material and environments - Finnish and international material	- Has produced and/or published little learning material	- Has produced and/or published some learning material	- Has produced and/or published a fair amount of learning material	- Has produced and/or published a large amount of learning material	- Has produced and/or published a very large amount of learning material

<p><b>4. Other teaching merits</b></p> <ul style="list-style-type: none"> <li>- Directorship of a degree programme, membership in a management group</li> <li>- Participation in the drafting of documents that guide teaching (e.g., curricula, admission-related documents)</li> <li>- Expert duties related to teaching (e.g., a teaching skills committee)</li> <li>- Finnish and international university-level workgroups related to the development of teaching</li> <li>- Projects for the development of teaching</li> <li>- Recognition and awards related to teaching</li> <li>- Other teaching merits</li> </ul>	<ul style="list-style-type: none"> <li>- Little participation and evidence of merits</li> </ul>	<ul style="list-style-type: none"> <li>- Some participation and evidence of merits</li> </ul>	<ul style="list-style-type: none"> <li>- A fair amount of participation and evidence of merits</li> </ul>	<ul style="list-style-type: none"> <li>- Extensive participation and evidence of merits</li> </ul>	<ul style="list-style-type: none"> <li>- Very extensive participation and evidence of merits</li> </ul>
<p><b>5. Demonstration of teaching skills</b></p> <ul style="list-style-type: none"> <li>- See the evaluation matrix for the teaching demonstration</li> <li>- Previous teaching demonstrations</li> </ul>					
<p><b>6. Participation in doctoral education</b></p> <ul style="list-style-type: none"> <li>- Directorship of a doctoral programme, membership in a management group</li> <li>- Teaching in a doctoral programme</li> <li>- Supervision of doctoral dissertations</li> <li>- Finnish and international cooperation in doctoral education</li> </ul>	<ul style="list-style-type: none"> <li>- Little participation and evidence of cooperation</li> <li>- No supervised doctoral dissertations</li> </ul>	<ul style="list-style-type: none"> <li>- Some participation and evidence of cooperation</li> <li>- Some supervised doctoral dissertations</li> </ul>	<ul style="list-style-type: none"> <li>- A fair amount of participation and evidence of cooperation</li> <li>- A fair number of supervised doctoral dissertations</li> </ul>	<ul style="list-style-type: none"> <li>- Extensive participation and evidence of cooperation</li> <li>- A large number of supervised doctoral dissertations</li> </ul>	<ul style="list-style-type: none"> <li>- Very extensive participation and evidence of cooperation</li> <li>- A very large number of supervised doctoral dissertations</li> </ul>

## EVALUATION MATRIX FOR THE TEACHING DEMONSTRATION

Evaluation	Passable	Satisfactory	Good	Very Good	Excellent
<b>Components of the teaching demonstration</b> <b>1. Learning outcomes, target group and context</b> - Definition of learning outcomes - Consideration of the content, target group and context in the definition of learning outcomes	- The learning outcomes are defined unclearly.	-The learning outcomes are defined.	- The learning outcomes are defined. - The content of the teaching demonstration is taken into account in the definition of the learning outcomes.	- The learning outcomes are defined clearly. - The content, target group and context of the teaching demonstration are taken into account in the definition of the learning outcomes.	- The learning outcomes are defined very clearly. - The content, target group and context of the teaching demonstration are thoroughly taken into account in the definition of the learning outcomes.
<b>2. Content of the demonstration</b> - Correspondence between the topic and content of the demonstration - Academic nature and topicality of the content - Critical and diverse argumentation - Connection between theory and practice - Suitability and diversity of the research-based information used - Use of one's own research results - Consideration given to the target group in the choice of content	- The topic and content of the demonstration lecture correspond to each other. - The content is academic. - The research-based information is suitable for the topic.	- The topic and content of the demonstration lecture correspond to each other. - The content is academic. - The content is examined critically. - The research-based information is suitable for the topic. - The teaching demonstration touches on the applicant's own research.	- The topic and content of the demonstration lecture correspond to each other. - The content is academic. - The content is examined critically and argued appropriately. - The applicant explains the connection between theory and practice. - The research-based information is suitable for the topic. - The teaching demonstration touches on the applicant's own research. - The applicant takes the target group into consideration when making choices related to content.	- The topic and content of the demonstration lecture correspond to each other. - The content is academic and topical. - The content is examined critically and argued from diverse perspectives. - The applicant explains appropriately the connection between theory and practice. - The research-based information is diverse and suitable for the topic. - Where appropriate, the applicant uses his/her own research results during the demonstration. - The applicant takes the target group into consideration when making choices related to content.	- The topic and content of the demonstration lecture correspond to each other. - The content is academic and highly topical. - The content is examined critically and argued from highly diverse perspectives. - The applicant explains very appropriately the connection between theory and practice. - The research-based information is very diverse and suitable for the topic. - The applicant uses his/her own research results during the demonstration. - The applicant takes the target group carefully into consideration when making choices related to content.

<p><b>3. Teaching methods and aids</b></p> <ul style="list-style-type: none"> <li>- Organisation of the teaching situation with a view to the learning outcomes, content, target group and context</li> <li>- Engagement of the target group</li> <li>- Appropriate use of various teaching methods</li> <li>- Appropriate use of teaching aids and material</li> <li>- Use of digital technologies in teaching</li> </ul>	<ul style="list-style-type: none"> <li>- The teaching situation is organised appropriately.</li> <li>- Teaching methods are used appropriately.</li> <li>- Teaching aids and material are used appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>- The teaching situation is organised appropriately with a view to the learning outcomes.</li> <li>- Teaching methods are used appropriately in terms of the situation.</li> <li>- Teaching aids and material are used appropriately in terms of the situation.</li> </ul>	<ul style="list-style-type: none"> <li>- The teaching situation is organised appropriately with a view to the learning outcomes and content.</li> <li>- The applicant inspires the target group to engage.</li> <li>- Teaching methods are used appropriately in terms of the situation and content.</li> <li>- Teaching aids and material are used appropriately in terms of the situation and content.</li> </ul>	<ul style="list-style-type: none"> <li>- The teaching situation is organised appropriately with a view to the learning outcomes, content, target group and context.</li> <li>- The applicant inspires the target group to engage, stimulates the listeners' interest and motivates them to participate.</li> <li>- The applicant uses different teaching methods appropriately in terms of the situation, learning outcomes and content.</li> <li>- Teaching aids and material are used appropriately in terms of the situation, learning outcomes and content.</li> <li>- The applicant uses digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>- The teaching situation is organised highly appropriately with a view to the learning outcomes, content, target group and context.</li> <li>- The applicant inspires the target group to engage, stimulates the listeners' interest and motivates them to participate.</li> <li>- The applicant uses diverse teaching methods appropriately in terms of the situation, learning outcomes and content.</li> <li>- Teaching aids and material are used appropriately and diversely in terms of the situation, learning outcomes and content.</li> <li>- The applicant uses diverse digital technologies.</li> </ul>
<p><b>4. Summary and assessment</b></p> <ul style="list-style-type: none"> <li>- Summary of the teaching situation and assessment of learning in relation to the learning outcomes</li> <li>- Consideration given to the target group in solutions related to assessment</li> </ul>	<ul style="list-style-type: none"> <li>- The summary of the teaching situation is unclear.</li> </ul>	<ul style="list-style-type: none"> <li>- The teaching situation is summarised in relation to the learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>- The teaching situation is summarised appropriately in relation to the learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>- The teaching situation is summarised appropriately in relation to the learning outcomes.</li> <li>- The applicant describes the assessment of learning in actual teaching situations.</li> <li>- The assessment is conducted appropriately in terms of the target group.</li> </ul>	<ul style="list-style-type: none"> <li>- The teaching situation is summarised appropriately in relation to the learning outcomes.</li> <li>- Learning is assessed in line with the learning outcomes.</li> <li>- The applicant describes the assessment of learning in actual teaching situations.</li> <li>- The assessment is completed appropriately for the target group and in highly diverse ways.</li> </ul>

<p><b>5. The demonstration of teaching skills as a whole</b></p> <ul style="list-style-type: none"> <li>- Use of voice, clarity and comprehensibility of delivery</li> <li>- Coherence of oral and written communication</li> <li>- Quality of interaction</li> <li>- Time management</li> <li>- Other matters improving communication</li> </ul>	<ul style="list-style-type: none"> <li>- The applicant's delivery is clear.</li> <li>- Oral and written communication is coherent.</li> </ul>	<ul style="list-style-type: none"> <li>- The applicant's delivery is clear.</li> <li>- Oral and written communication is coherent.</li> <li>- Interaction is appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>- The applicant's delivery is clear.</li> <li>- Oral and written communication is coherent.</li> <li>- The interaction is appropriate for the teaching demonstration.</li> <li>- Time management is good.</li> </ul>	<ul style="list-style-type: none"> <li>- The applicant's delivery is clear and comprehensible.</li> <li>- Oral, written and visual communication is coherent.</li> <li>- The interaction is natural and appropriate for the teaching demonstration.</li> <li>- Time management is pedagogically justified.</li> </ul>	<ul style="list-style-type: none"> <li>- The applicant's delivery is clear and comprehensible.</li> <li>- Oral, written and visual communication is coherent.</li> <li>- The interaction is natural and appropriate for the teaching demonstration.</li> <li>- Time management is pedagogically justified.</li> <li>- The teaching conveys the applicant's enthusiasm.</li> </ul>
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