



TEACHERS' ACADEMY



Criteria of the University of Helsinki Teachers' Academy

1. Continuous self-development of teaching and supervision competence

Excellence is manifested, for example, through systematic self-evaluation and development of one's teaching and supervision practices as well as professional skills. Excellent teachers systematically collect feedback on teaching and supervision from students and colleagues and respond to student feedback. They draw from their self-evaluation and the feedback they have collected in the development of teaching and supervision in a systematic manner.

Excellent teachers deepen their understanding of the effects of various teaching methods on learning processes. They systematically develop teaching and supervision on the basis of pedagogical training, existing research information and their own pedagogical research. Such teachers share good practices as well as their knowledge of teaching, learning and supervision among colleagues and the academic community both orally and in writing (through discussions, participating in national and international conferences, publishing articles and scholarly papers on pedagogy, etc.).

Poor No evidence	Satisfactory Some evidence, but not of utilisation/application; demonstrates awareness but takes no action	Good Develops and applies; demonstrates interest and effort; recognises and shares	Very good Demonstrates a very good level of skills and activity, versatility and goal-orientation; evaluation in collaboration with students and colleagues; operates on the national level	Excellent Demonstrates an excellent level of skills; systematic and goal-oriented; operates on the international level
No evidence of self-assessment of teaching and supervision or developing professional skills.	Some evidence of self-assessment of teaching and supervision or developing professional skills.	Develops practices related to teaching and supervision as well as professional skills.	Assesses and develops practices related to teaching and supervision as well as professional skills.	Systematically assesses and develops practices related to teaching and supervision as well as professional skills.
No evidence of collecting student feedback.	Some evidence of collecting student feedback.	Collects feedback from students on teaching and supervision.	Collects feedback from students and colleagues on teaching and supervision.	Systematically collects feedback on teaching and supervision from students and colleagues and responds to student feedback.
No evidence of utilising feedback and assessment in the development of	Collects student feedback on teaching but does not indicate how it is utilised.	Utilises the feedback collected in the development of teaching and supervision.	Utilises self-evaluation and the feedback collected in the development of teaching and supervision.	Systematically utilises self-evaluation and the feedback collected in the development of teaching and supervision.

teaching and supervision.				
No evidence of interest in the effects of different teaching methods on learning processes, or in applying pedagogical training and research information to teaching.	Some evidence of interest in the effects of different teaching methods on learning processes and in applying pedagogical training to teaching.	Shows interest in the effects of different teaching methods on learning processes and strives to apply pedagogical training acquired as well as research information in various teaching experiments.	Improves his or her understanding of the effects of different teaching methods on learning processes and applies pedagogical training acquired as well as research information in various teaching experiments. Is interested in good pedagogical practices in his or her field.	Deepens his or her understanding of the impact of various teaching methods and develops his or her teaching and supervision practices through systematically acquired pedagogical training, existing research information and his or her own pedagogical research.
No evidence of sharing good practices related to teaching, learning and supervision.	Some evidence of sharing good practices related to teaching, learning and supervision with colleagues.	Shares good teaching, learning and supervision practices with course- and/or programme-related teaching communities.	Shares his or her knowledge and good practices related to teaching, learning and supervision orally in national seminars and/or conferences on higher education or in his or her field.	Shares good practices and his or her knowledge of teaching, learning and supervision with colleagues and various academic communities both orally and in writing (through discussions, participating in national and international conferences, publishing articles and scholarly papers on pedagogy, etc.).

2. Teaching and supervision practices that enhance the students' learning and learning outcomes

Excellent teachers' teaching and supervision practices systematically support the learning process and outcomes in students in a versatile manner. The teacher plans and implements teaching so that the outcomes, content, teaching and learning methods, teaching aids and materials as well as assessment are constructively aligned. The teacher systematically engages students in the planning and implementation of teaching, and discusses the pedagogical solutions with them. The teacher documents the learning outcomes of his or her teaching and discusses them with students at the beginning of and during courses. The teacher encourages students to independently search for information, analyse and apply it in novel ways, as well as generate information collaboratively, for example in the form of co-authored publications. The teacher incorporates research information and pedagogical innovations from his or her field into teaching and supervision, and follows relevant national and international developments together with students and supervisees.

He or she exploits goal-oriented, versatile and pedagogically justified practices in the assessment of learning and learning outcomes as an integral part of the teaching and learning process. Teaching and supervision practices include systematically providing students with versatile and constructive feedback on their learning and learning outcomes. The teacher understands students' learning-related needs and challenges, as well as supports and respects their individual development in a versatile and systematic manner. In his or her teaching, the teacher systematically takes into account the diverse and international nature of students and makes use of this in an appropriate manner.

Poor	Satisfactory	Good	Very good	Excellent
No evidence of teaching and supervision practices that support student learning and learning outcomes.	Some evidence of teaching and supervision practices that support student learning and learning outcomes.	Strives to apply teaching and supervision practices that support student learning and learning outcomes.	Teaching and supervision practices support student learning and learning outcomes in multiple ways.	Teaching and supervision practices support student learning and learning outcomes in multiple and systematic ways.
No evidence of being familiar with the principles or practices of constructive alignment in teaching.	Some evidence of being familiar with constructive alignment in teaching or constructive alignment-based teaching experiments.	Strives to plan teaching so that learning outcomes, content, teaching and learning methods, teaching aids and materials are constructively aligned.	Plans teaching so that learning outcomes, content, teaching and learning methods, teaching aids and materials as well as assessment are constructively aligned.	Systematically plans and implements teaching so that learning outcomes, content, teaching and learning methods, teaching aids and materials as well as assessment are constructively aligned.
No evidence of engaging students in the planning and implementation of teaching.	Some evidence of engaging students in the planning and implementation of teaching.	Engages students by discussing pedagogical solutions with them.	Sometimes engages students in the planning and implementation of teaching and discusses pedagogical solutions with them.	Systematically engages students in the planning and implementation of teaching and discusses pedagogical solutions with them.
No evidence of presenting learning outcomes.	Is familiar with the principles of documenting learning outcomes.	Documents learning outcomes of teaching.	Documents learning outcomes of teaching and discusses them with students at the beginning of courses.	Documents learning outcomes of teaching and discusses them with students at the beginning of and during courses.
No evidence of instructing students in information seeking.	Gives students information sources directly.	Encourages students to search for information and sources of information independently.	Encourages students to independently search for information and analyse it collaboratively in novel ways.	Encourages students to independently search for information, analyse and apply it in novel ways, as well as generate information collaboratively, for example in the form of co-authored publications.
No evidence of following developments in his or her field and discussing them with students and supervisees.	Some evidence of following developments in his or her field and discussing them with students and supervisees.	Follows developments in his or her field and provides examples of them in teaching and supervision.	Incorporates research results from his or her field in teaching and supervision, as well as encourages students and supervisees to follow relevant national and international developments.	Incorporates research information and pedagogical innovations from his or her field in teaching and supervision, as well as follows relevant national and international developments together with students and supervisees.

No evidence of applying practices for the assessment of learning and learning outcomes.	Some evidence of applying practices for the assessment of learning and learning outcomes.	Applies various practices to assess learning and learning outcomes.	The practices used to assess learning and learning outcomes are goal-oriented and versatile. Has conducted assessment experiments as part of the teaching and learning processes.	Uses goal-oriented, versatile and pedagogically justified practices for assessing learning and learning outcomes as an integral part of the teaching and learning process.
No evidence of providing students with feedback.	Some evidence of providing students with feedback.	Provides students with feedback on their learning and learning outcomes when necessary.	Provides students with versatile feedback on their learning and learning outcomes.	Systematically provides students with versatile and constructive feedback on their learning and learning outcomes.
No evidence of offering individual support to students.	Some evidence of offering individual support to students.	Strives to support students' individual development.	Supports students' individual development in multiple ways.	Understands students' learning-related needs and challenges, as well as supports and respects their individual development in a versatile and systematic manner.
No evidence of taking into account the diverse and international nature of students in teaching.	Some evidence of taking into account the diverse and international nature of students in teaching.	Strives to take into account the diverse and international nature of students in teaching.	Takes into account the diverse and international nature of students in teaching.	Systematically takes into account the diverse and international nature of students and makes use of this in teaching in an appropriate manner.

3. Ability to use and develop learning materials

Excellence is manifested, for example, in the development of up-to-date, research-based learning material. The teacher also utilises material produced and distributed by others and develops it further together with colleagues and students. The learning material is systematically and constructively aligned with the outcomes, contents and methods of teaching as well as with assessment. The material may take many forms, such as publications, videos or other digital materials or applications. Learning materials are easily accessible to students and openly available online or otherwise. The use of learning materials and digital learning environments is innovative and fosters learning as well as the development of scholarly thinking and argumentation skills. The teacher presents and distributes his or her learning materials to colleagues and the academic community. The material is widely known in the field and used also internationally.

Poor	Satisfactory	Good	Very good	Excellent
No evidence of developing up-to-date, research-based learning material.	Some evidence of developing up-to-date, research-based learning material.	Develops up-to-date, research-based learning material and uses it in a variety of ways.	Develops up-to-date, research-based learning material, but also utilises material produced and distributed by others.	Develops up-to-date, research-based learning material, but also utilises material produced and distributed by others and develops it further together with colleagues and students.

No evidence of using and developing constructively aligned learning material.	Some evidence of using and developing constructively aligned learning material.	Strives to design learning materials that support the outcomes, content, methods and assessment of teaching.	Designs learning materials to support the outcomes, content, methods and assessment of teaching.	Learning material is systematically and constructively aligned with the outcomes, content and methods of teaching as well as with assessment.
No evidence of the versatility, usability or openness of the learning material used.	The learning material is conventional.	Strives to design versatile learning material.	The learning material may take many forms, such as publications, videos or other digital materials or applications. The learning material is easily accessible to students.	The learning material may take many forms, such as publications, videos or other digital materials or applications. The learning material is easily accessible to students and openly available online or otherwise.
No evidence of innovative use of learning materials and digital learning environments.	The use of learning materials and digital learning environments is conventional.	The use of learning materials and digital learning environments is innovative.	The use of learning materials and digital learning environments is innovative and fosters learning.	The use of learning materials and digital learning environments is innovative and fosters learning as well as the development of scholarly thinking and argumentation skills.
No evidence of disseminating his or her learning material or of producing learning material for distribution.	Some evidence of presenting and disseminating his or her learning material. The learning material is available to close colleagues, for example.	The learning material is available to his or her university.	Presents and distributes his or her learning materials to colleagues and the wider academic community. The learning material is well-known in the field and used nationally.	The learning material is widely known in the field and used also internationally.

4. Participation in the collaborative development of teaching

Excellence is demonstrated through the teacher's visible role in the teaching and research environment. The teacher systematically promotes collegiality in the unit and/or degree programme as well as collaboration and interaction between teachers, researchers and students.

The teacher puts sustained and active effort into planning teaching in cooperation with colleagues, students and representatives of alumni and the labour market, and contributes actively to the development of teaching in the steering group of the degree programme or another key organ dedicated to the development of teaching at the unit, faculty and/or the University level. The teacher's input has a genuine effect on the development of teaching. He or she engages in multidisciplinary cooperation with various units and/or degree programmes to develop teaching, and establishes national and international networks. The teacher develops research-based teaching in a target-oriented manner and in collaboration with national and international partners.

Poor	Satisfactory	Good	Very good	Excellent
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No evidence of collegial activities in the teaching and research community.	Some evidence of participation in collegial activities in the teaching and research community.	Strives to promote collegiality in the teaching and research community.	Is a central figure in the teaching and research community.	Is a central figure in the teaching and research community. Systematically promotes collegiality in the unit and/or degree programme as well as collaboration and interaction between teachers, researchers and students.
No evidence of participating in collaborative planning of teaching.	Some evidence of participating in collaborative planning of teaching.	Plans teaching in collaboration with colleagues.	Actively plans teaching in collaboration with colleagues and students.	Puts sustained and active effort into planning teaching in collaboration with colleagues, students and representatives of alumni and the labour market.
No evidence of playing a role in the development of studies/degree programmes/degrees.	Some evidence of participating in the development of studies/degree programmes/degrees that pertain to his or her courses.	Participates in a teaching development group at the unit or faculty level.	Contributes to the development of teaching in the steering group of the degree programme or another key organ for the development of teaching at the unit, faculty and/or University level.	Contributes actively to the development of teaching in the steering group of the degree programme or another key organ for the development of teaching at the unit, faculty and/or University level. Can provide evidence of the effect of personal contributions to the development of teaching.
No evidence of collaboration in the development of teaching.	Some evidence of collaboration in the development of teaching.	Engages in collaboration between various disciplines to develop teaching.	Engages in collaboration between various units and disciplines to develop teaching, and establishes national contacts.	Engages in multidisciplinary collaboration between various units, disciplines and degree programmes to develop teaching, and establishes national and international contacts.
No evidence of involvement in research-based development of teaching.	Some evidence of involvement in research-based development of teaching.	Participates in research-based development of teaching with colleagues.	Develops research-based teaching in collaboration with colleagues nationally.	Develops research-based teaching in a target-oriented manner and in collaboration with national and international colleagues.