

Matrix for the evaluation of teaching skills in the Faculty of Medicine

The purpose of this matrix is to define evaluation criteria clearly and transparently. The matrix should be used as a tool in the evaluation of teaching skills to compare the teaching skills of applicants for teaching positions and professorships and to assess the teaching skills of applicants for the title of docent.

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<p>1. Pedagogical training (Medical Education Research and Development Centre, the University of Turku, the Association for Medical Education in Finland or similar training provider)</p> <p>•Docentship</p> <p>•Teaching position</p>	<p>• < 2 cr pedagogical orientation</p> <p>• <2 cr pedagogical orientation</p>	<p>• 2 cr basics of pedagogy or equivalent</p> <p>•2 cr basics of pedagogy or equivalent</p>	<p>• 2-5 cr pedagogy course/courses</p> <p>•10 cr medical pedagogy or higher education pedagogy</p>	<p>• 10 cr medical pedagogy or higher education pedagogy or the special qualifications of a medical/dental trainer</p> <p>• 25 cr higher education pedagogy or the special qualifications of a medical/dental trainer</p>	<p>• 25 cr higher education pedagogy or 10 cr as well as the special qualifications of a medical/dental trainer</p> <p>• 60 cr higher education pedagogy or 25 cr higher education pedagogy as well as the special qualifications of a medical/dental trainer</p>
<p>2. Practical teaching experience</p> <p>2.1. Basic instruction</p> <p>2.2. Scientific postgraduate education – doctoral programmes / graduate schools</p> <p>2.3. Professional postgraduate</p>	<p>• Sporadic teaching experience</p> <p>• Sporadic experience in scientific postgraduate education and/or professional postgraduate and continuing education</p>	<p>• Some teaching experience (less than two years of full-time teaching)</p> <p>• Some education experience (less than two years of full-time teaching)</p>	<p>• Continuous teaching experience (at least two years of full-time teaching)</p> <p>• Continuous education experience (at least two years of full-time teaching)</p>	<p>• Extensive continuous teaching experience (at least five years of full-time teaching)</p> <p>• Extensive and diverse education experience (at least five years of full-time teaching)</p>	<p>• Very extensive continuous teaching experience (ten years of full-time teaching)</p> <p>• Very extensive and diverse education experience</p>

<p>and continuing education</p> <p>2.4. Supervised theses and dissertations (only completed and registered theses and dissertations, their number, title, faculty and department to be reported)</p> <p>a) Advanced-studies theses b) Master's theses c) Doctoral dissertations</p> <p>2.5. Learning methods and/or environments (learning methods and environments to be reported, including online learning environments)</p> <p>2.6. Merits in the development of assessment methods for teaching and/or learning (areas of development to be reported)</p> <p>2.7. Teaching responsibilities</p>	<ul style="list-style-type: none"> • No supervised theses or dissertations • No evidence of the use of various learning methods and/or environments • No evidence of the development of assessment methods for teaching and/or learning • No responsibility for other than one's own teaching (e.g., individual lectures) 	<ul style="list-style-type: none"> • Some supervised theses or dissertations (one or two) • Some evidence of the use of various learning methods and/or environments • Some evidence of the development of assessment methods for teaching and/or learning • Responsibility for one's own teaching as part of a course 	<ul style="list-style-type: none"> • A fair number of supervised theses or dissertations (three to five) • A fair amount of evidence of the use of various learning methods and/or environments • A fair amount of evidence of the development of assessment methods for teaching and/or learning; substantial evidence in one's own unit • Responsibility for one's own teaching as part of a course as well as participation in the development of the course in question 	<ul style="list-style-type: none"> • A large number of supervised theses or dissertations (six to ten) • A large amount of evidence of the use of various learning methods and/or environments • A large amount of evidence of the development of assessment methods for teaching and/or learning; substantial evidence in one's own faculty • Overall responsibility for a course as well as responsibility for one's own teaching and the coordination and development of a course 	<ul style="list-style-type: none"> • A very large number of supervised theses or dissertations (more than ten) • A very large amount of evidence of the use of various learning methods and/or environments • A very large amount of evidence of the development of assessment methods for one's own teaching and/or learning; substantial evidence at a national or international level • Overall responsibility for extensive study modules and their development and coordination with other courses
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3. Production of learning materials 3.1 University-level learning materials (evidence and potential web addresses to be reported) 3.2. Textbooks 3.3 Pedagogical publications	<ul style="list-style-type: none"> • Has produced no learning materials • Has published no textbooks • Has produced no pedagogical publications or abstracts 	<ul style="list-style-type: none"> • Has produced some learning materials • Has produced some textbook-type material • Has produced a national pedagogical abstract 	<ul style="list-style-type: none"> • Has produced a fair amount of high-quality learning materials • Has contributed to the writing of a textbook • Has produced an international pedagogical abstract 	<ul style="list-style-type: none"> • Has produced a large number of high-quality and diverse learning materials • Has written a chapter for a textbook • Has produced a national pedagogical publication 	<ul style="list-style-type: none"> • Has produced a very large number of high-quality and diverse learning materials • Has edited or written a textbook • Has produced an international pedagogical publication
4. Other teaching merits 4.1 Participation in curriculum design and educational administration: work groups, committees and councils in the educational administration of departments, the faculty and the university as well as external bodies associated with academic education (membership and terms to be reported) 4.2. Other teaching merits	<ul style="list-style-type: none"> • Has not participated in curriculum design or educational administration 	<ul style="list-style-type: none"> • Has participated in some aspects of curriculum design and educational administration (e.g. individual departmental work groups) 	<ul style="list-style-type: none"> • Has participated regularly and actively in curriculum design and educational administration at the department level 	<ul style="list-style-type: none"> • Has participated regularly and actively in curriculum design and educational administration at the faculty level 	<ul style="list-style-type: none"> • Has participated regularly and actively in university-level bodies associated with curriculum design and educational administration on a university, national or international level

<p>5. Feedback 5.1. Student feedback and other feedback on teaching and the use of such feedback in the further development of teaching</p> <p>5.2. Awards, grants, etc. (e.g. a grant for the further development of studies).</p>	<ul style="list-style-type: none"> • No evidence of student feedback 	<ul style="list-style-type: none"> • Some evidence of student feedback 	<ul style="list-style-type: none"> • A fair amount of evidence of student feedback and its use in the further development of teaching • A department-level teaching award 	<ul style="list-style-type: none"> • A large amount of diverse evidence of student feedback and its use in the further development of teaching • A faculty-level teaching award 	<ul style="list-style-type: none"> • A very large amount of diverse evidence of student feedback and its use in the further development of teaching • A university-level teaching award
<p>6. Teaching demonstration 6.1. Previous teaching demonstrations for teaching positions for docentships for professorships</p>	sufficient	satisfactory	good	very good	excellent

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<p>2. Practical teaching experience</p> <p>2.1. Basic instruction</p> <p>2.2. Scientific postgraduate education – doctoral programmes / graduate schools</p> <p>2.3. Professional postgraduate and continuing education</p>	<ul style="list-style-type: none"> • Sporadic teaching experience • Sporadic experience in scientific postgraduate education and/or professional postgraduate and continuing education 	<ul style="list-style-type: none"> • Some teaching experience (less than two years of full-time teaching) • Some education experience (less than two years of full-time teaching) • Some supervised 	<ul style="list-style-type: none"> • Continuous teaching experience (at least two years of full-time teaching) • Continuous education experience (at least two years of full-time teaching) 	<ul style="list-style-type: none"> • Extensive continuous teaching experience (at least five years of full-time teaching) • Extensive and diverse education experience (at least five years of full-time teaching) 	<ul style="list-style-type: none"> • Very extensive continuous teaching experience (ten years of full-time teaching) • Very extensive and diverse education experience

Nursing science

<p>2.4. Supervised theses and dissertations (only completed and registered theses and dissertations, their number, title, faculty and department to be reported)</p> <p>a) Advanced-studies theses b) Master's theses c) Licentiate theses d) Doctoral dissertations</p> <p>2.5. Learning methods and/or environments (learning methods and environments to be reported, including online learning environments)</p> <p>2.6. Merits in the development of assessment methods for teaching and/or learning (areas of development to be reported)</p> <p>2.7. Teaching responsibilities</p>	<ul style="list-style-type: none"> • No supervised theses or dissertations • No evidence of the use of various learning methods and/or environments • No evidence of the development of assessment methods for teaching and/or learning • No responsibility for other than one's own teaching (e.g. individual lectures) 	<p>theses or dissertations (one or two)</p> <ul style="list-style-type: none"> • Some evidence of the use of various learning methods and/or environments • Some evidence of the development of assessment methods for teaching and/or learning • Responsibility for one's own teaching as part of a course 	<ul style="list-style-type: none"> • A fair number of supervised theses or dissertations (three to five) • A fair amount of evidence of the use of various learning methods and/or environments • A fair amount of evidence of the development of assessment methods for teaching and/or learning; substantial evidence in one's own unit • Responsibility for one's own teaching as part of a course as well as participation in the development of the course in question 	<ul style="list-style-type: none"> • A large number of supervised theses or dissertations (six to ten) • A large amount of evidence of the use of various learning methods and/or environments • A large amount of evidence of the development of assessment methods for teaching and/or learning; substantial evidence in one's own faculty • Overall responsibility for a course as well as responsibility for one's own teaching and the coordination and development of a course 	<ul style="list-style-type: none"> • A very large number of supervised theses or dissertations (more than ten) • A very large amount of evidence of the use of various learning methods and/or environments • A very large amount of evidence of the development of assessment methods for one's own teaching and/or learning; substantial evidence at a national or international level • Overall responsibility for extensive study modules and their development and coordination with other courses
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