

Coordinator: Marja Andersson

Guidelines for those applying for a teaching position or the title of docent at the Faculty of Social Sciences on the evaluation of teaching skills

The teaching skills of an applicant for a teaching position or title of docent are given an overall evaluation. Applicants are asked to provide with their application a CV and a teaching portfolio and, if necessary, any other account which permits the faculty to evaluate the applicant's **teaching merits** and **teaching skills** in their entirety.

The documents must demonstrate earlier teaching experience, pedagogical training, production of learning materials and other potential matters that prove the applicant's teaching skills (see appendix: *The principles of evaluating teaching skills*).

The instructions of the faculty on the application documents are at <https://www.utu.fi/en/university/faculty-of-social-sciences/career>.

Trial lecture

A trial lecture is a public teaching event in the field of the position or the title. It may take the form of a lecture, seminar supervision, other teaching occasion or their combination.

In recruitment, the selection committee may when necessary ask applicants for trial lectures on a particular subject relevant to the position (e.g. method studies, reflecting on the relevant field). The committee may ask it for a certain level (basic, intermediate, advanced or e.g. postgraduate studies).

The trial lecture has a length of 20 minutes, from which 5 minutes can be used in the beginning to frame the teaching event.

The faculty follows the convention that attending the trial lectures given by competing applicants is considered improper.

Pedagogical curriculum

Before the trial lecture, each candidate must put together a **one-page pedagogical curriculum of the course** the trial lecture is designed to be part of. The candidate must provide **the teaching skills evaluation committee** with the curriculum at least one week before the trial lecture. The course may already be included in the discipline's curriculum or it may be the applicant's own invention.

The curriculum must include information on the target group of the course, its central learning contents and outcomes, teaching methods, evaluation and methods of gathering feedback. Consideration of pedagogical choices is an additional asset.

Preparation and implementation of the trial lecture

The trial lecture may include, if needed, a small amount of metaconversation on what would take place in an actual teaching situation. The applicant may use teaching implements in any way she/he sees fit during the trial lecture. After the lecture, the public has an opportunity to present questions to the applicant.

When preparing the trial lecture, the applicant should consider what topics should be learned during the teaching event. In addition, the following issues should be considered:

- how is the topic relevant to the field and the applicant's own research
- how students could be activated
- what additional materials are used and how

The teaching event should be conducted in a way that generally reflects the applicants view on good teaching.

Evaluation of the trial lecture

The Teaching skills committee of the faculty evaluates the trial lecture. The committee may ask questions on the pedagogical curriculum in connection with the trial lecture.

The evaluation of the trial lecture is based on **the applicant's performance skills and ability to:**

- structure the topic of teaching in an accessible manner
- justify the views and statements presented
- utilise the latest research in the field
- organise the teaching event
- teach in a stimulating and thought-provoking manner, activating students
- utilise teaching equipment

An evaluation matrix may be used to evaluate the trial lecture, but the overall evaluation is always based on individual evaluation, and the elements of the evaluation matrix can be weighted in different ways in different situations.

The trial lecture is evaluated on the following scale: **excellent, good, satisfactory, insufficient.**

The presenting official prepares an overall evaluation of teaching merits in the case of an application for the title of docent and the selection committee in the case of leading applicants of a teaching position. In the end, the applicant's **overall teaching skills are evaluated** by the selection committee or the presenting official; that is, whether the applicant has the good teaching skills required for the teaching position or for the title of docent. Trial lecture is a part of this evaluation.

Attachment

Principles of evaluating teaching skills

Faculty of Social Sciences
Unofficial translation
Coordinator: Marja Andersson

Principles of evaluating teaching skills

The following matrix is a checklist intended to illustrate to applicants some examples of the issues that are scrutinised when comparing the teaching skills of applicants. It is the applicant's responsibility to attach to the application documented evidence which sufficiently details all the merits considered relevant to evaluating teaching skills in the position to be filled or the title of docent being applied.

The evaluators of teaching skills can use the matrix as a guideline, but the overall evaluation is always based on an individual assessment and comparison of merit. The weight given to particular sectors may differ even within the same category of positions. Teaching skills are important, and a trial lecture evaluated with the grade insufficient cannot be compensated with other teaching merits.

Assessment categories for teaching skills and their main contents

1. Practical experience in teaching and in developing own teaching

Applicant's activities as a teacher at a university or other higher education institution:

- amount and nature of teaching tasks
- target groups of teaching
- development and assessment of own teaching: teaching methods used, feedback received and evaluation practices
- teaching in different languages (especially Finnish, Swedish, and English)
- using ICT in teaching
- other experience in teaching and training

2. Supervision experience

- supervising theses; what level, which fields, how many
- also experience gained in various supervision situations (e.g. supervising junior researchers)

3. Pedagogical thinking and pedagogical training or other indications of teaching skill

- teaching mindset or idea
- applicant's pedagogical, especially university pedagogical training or other activities related to developing the applicant's teaching skills documented in a way that demonstrates the scope and nature of the training or other activities, key contents as well as the organizer of the training or the commissioner of the activities in question



4. Producing study materials

- publications and other teaching materials (in any format) prepared by the applicant

5. Other merits in teaching

- cooperation and networks in teaching
- participating in development and quality work on teaching: applicant's activities especially in structures tasked with developing university teaching or other teaching planning and development tasks
- expert duties
- pedagogical research
- awards and distinctions

6. Trial lecture

The trial lecture is evaluated on the following scale: **excellent, good, satisfactory, insufficient.**

The evaluation of the trial lecture is based on **the applicant's performance skills and ability to:**

- structure the topic of teaching in an accessible manner
- justify the views and statements presented
- utilise the latest research in the field
- organise the teaching event
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