

UNIVERSITY OF TURKU

Faculty of Education

Assessment of teaching skills

Upon the decision of the Dean, the Teaching Skills Committee in the Faculty of Education at the University of Turku is responsible for assessing applicants' teaching skills for open teaching and research positions as well as for docents. The Teaching Skills Committee also assesses applicants' teaching demonstrations for professorships and associate professorships. Emphasis in the assessment is placed on the applicants overall teaching skills. The specifications related to assessment of teaching skills and other areas set forth in the University of Turku Rules of Procedure are observed in the assessment. The following areas are assessed: training in pedagogy, experience in teaching, competence in creating learning material, other merits in teaching and, if necessary, teaching demonstration. As specified in the University of Turku Regulation on Studies, assessment is based on a verbal assessment scale of 0–5 where 0 = fail, 1 = sufficient, 2 = satisfactory, 3 = good, 4 = very good and 5 = excellent.

The Teaching Skills Assessment Matrix contains the components of teaching skills to be assessed and the requirements for each grade in the area in question. Each component is graded according to the matrix. It should be noted that the overall grade is not a mathematical average of the different components of teaching skills; rather, the different areas may compensate each other or they may be emphasized differently, for example in relation to the open position and its requirements.

The demonstration of teaching skills is one area of teaching skills, as specified in the University of Turku Rules of Procedure and the Dean's instructions, which is assessed according to a separate *Teaching Demonstration Assessment Matrix*. The components of the teaching demonstration are assessed according to the matrix, and when determining the overall grade, the grades given for the individual components may compensate each other. The grade given for the teaching demonstration is not necessarily the average of the grades for the individual components; rather, emphasis may be given to different components in relation to the open position and its requirements. The assessment for the teaching demonstration is taken into consideration when giving the overall grade.

As set forth in the University of Turku Rules of Procedure, the minimum requirements of teaching skills vary in different positions. This will be considered when assessing the sufficiency of teaching skills for the open position.

TEACHING SKILLS ASSESSMENT MATRIX

Components of teaching skills	Sufficient	Satisfactory	Good	Very good	Excellent
1. Pedagogical training and abilities - Studies in pedagogy for teachers or university pedagogy - Teacher training/qualification - Other training in pedagogy	- Minimal training in pedagogy (occasional training sessions) - Limited evidence of development in teaching expertise	Lacking in the criteria for the level of “good”, but exceeding the level of “sufficient”	- At least 10 credits of study in pedagogy for teachers or university pedagogy - Continuous development of teaching expertise	Lacking in the criteria for the level of “excellent”, but exceeding the level of	- At least 60 credits of study in pedagogy for teachers or university pedagogy - Active and systematic development of teaching expertise

- Continuous development of teaching expertise				“good”	
2. Experience in teaching and supervision - Amount and quality of teaching and supervision suitable for the task - Diversity of teaching, supervision and assessment methods - Collection and consideration of feedback in teaching and professional development	- Extremely limited teaching and supervision experience - Lack of diverse teaching, supervision and assessment methods - No evidence of collection of feedback or consideration of feedback	Lacking in the criteria for the level of “good”, but exceeding the level of “sufficient”	- Moderate amount of experience in teaching and supervision - Knowledge and use of diverse teaching, supervision and assessment methods - Collection of feedback and consideration of it in teaching	Lacking in the criteria for the level of “excellent”, but exceeding the level of “good”	- Very extensive, versatile and effective experience in teaching and supervision - Experience in functioning as person responsible for courses and course modules - Substantial evidence of teaching development based on long-term capitalization of feedback
3. Competence in creating learning materials and solutions - Amount and quality of learning material - Digital learning material and learning environments - International learning material - Teaching material for different levels of education	- Limited production and/or publication of learning material - Self-created learning material limited to single lessons - Limited evidence of using digital teaching and learning environments	Lacking in the criteria for the level of “good”, but exceeding the level of “sufficient”	- Moderate production and/or publication of learning material - Material supports learning well - Evidence of using digital teaching and learning environments	Lacking in the criteria for the level of “excellent”, but exceeding the level of “good”	- Substantial production and/or publication of high-quality learning material (incl. digital and international) - Learning material supports teaching; choice and use of material pedagogically substantiated
4. Other merits in teaching - Participation in curriculum work and teaching administration - Department- and faculty-level teaching-related specialist positions (e.g. Teaching Skills Committee) - National and international committees promoting the development of university-	- Limited evidence of participation and merits	Lacking in the criteria for the level of “good”, but exceeding the level of “sufficient”	- Moderate amount of evidence of participation and merits - Active participation in development of teaching or quality control work on the department or faculty level	Lacking in the criteria for the level of “excellent”, but exceeding the level of “good”	- Very substantial evidence of participation and merits - Specialist positions or positions of trust in teaching, education or the assessment of them on the national and international level - Evidence of pedagogic leadership - Awards for good teaching

level teaching - Awards and honours related to pedagogy					
5. Overall grade for teaching demonstration - Summary of teaching demonstration assessment matrix					

Overall verbal assessment of teaching skills:

TEACHING DEMONSTRATION ASSESSMENT MATRIX

Components of teaching skills	Sufficient	Satisfactory	Good	Very good	Excellent
1. Structuring of the teaching situation, learning objectives and target group - Defining learning objectives and assessment of implementation - Considering the target group and context throughout the entire teaching situation - Objectives, teaching methods and summary in line with each other - Time management	- Unclear specification of learning objectives - Lacking in consideration for the target group and context - Objectives, teaching methods and summary not in line with each other	Lacking in the criteria for the level of “good”, but exceeding the level of “sufficient”	- Specification of learning objectives - Consideration of the target group and context throughout the entire teaching situation - Objectives, methods and summary in line with each other - Teaching well planned and appropriate for the given timeframe	Lacking in the criteria for the level of “excellent”, but exceeding the level of “good”	- Excellent consideration of target group and learning objectives throughout the entire teaching situation; assessment of fulfilment of learning objectives - Objectives, methods and summary form a clear and structured whole - Teaching planned and appropriate for the given timeframe and the rhythm maintains interest
2. Teaching topic(s) in relation to the open position	- Weak correspondence between topic(s) and content	Lacking in the criteria for the level	- Topic(s) and content correspond to each other - Consideration of target	Lacking in the criteria for the level	- Excellent correspondence between topic(s) and content - Target group carefully

- Correspondence of the topic(s) to the content of teaching - Consideration of target group when selecting content - Scientific merit and timeliness of content - Criticality and diverse argumentation - Connection between theory and practice - Use of current research essential for the task	- No evidence of research-based teaching skills - Research irrelevant - Argumentation one-sided and lacking critical consideration - No connection between theory and practice	of “good”, but exceeding the level of “sufficient”	group when selecting content - Research-based content - Diverse consideration of topic(s) - Evident connection between theory and practice - Appropriate and current examples of research for the topic(s)	of “excellent”, but exceeding the level of “good”	considered in selection of content - Content is research-based and extremely topical - Content is critically examined and argumentation extremely diverse - Connection between theory and practice appropriately emerges from the teaching - Research examples are appropriate for the topic(s) and extremely varied
3. Teaching methods, equipment and interaction - Suitably chosen teaching methods, materials and equipment in relation to learning objectives, target group and topic(s) - Motivation of target group and guidance in deep learning of the learning objectives - Use of voice, clarity of speech and ability of others to understand - Clarity and amount of material - Effective use of teaching technology - Coherence of oral and written communication - Other factors promoting	- Ineffective and/or inappropriate use of teaching methods and equipment - Limited interaction, no contact with the audience - Considerable shortcomings in oral communication - Considerable shortcomings in written communication - Strict adherence to notes	Lacking in the criteria for the level of “good”, but exceeding the level of “sufficient”	- Teaching situation is appropriately organized with consideration to the learning objectives and content - Target group motivated to follow the teaching - Appropriate and effective teaching methods, equipment and technology for the situation and content - Interaction is appropriate - Speech is clear - Clear material and appropriate amount – not too much or too little - Coherent oral and written communication	Lacking in the criteria for the level of “excellent”, but exceeding the level of “good”	- Organization of the teaching situation is exceptionally appropriate and with consideration of the topic(s), target group and context - Target group motivated to follow the teaching, interested in the topic(s) and participate - Diverse use of teaching methods and equipment appropriate for the situation, learning objectives and topic(s) - Speech is clear and understandable - Material is clear and exemplifying, and there is enough of it - Very effective use of teaching technology - Coherent oral, written and graphic communication

communication					- Interaction is natural and appropriate for the demonstration - Enthusiasm resonates from the teaching
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