

Tampere University
Assessment criteria of teaching competence

The main focus on the assessment is on the applicant's whole teaching competence. Assessment is based on the teaching merits presented in the application documents, the teaching demonstration, and an interview. This assessment matrix of teaching competence guides you to pay attention to the elements of assessment. However, please note that the matrix is flexibly applied.

The target level of teaching competence is determined by virtue of the job demands level of the vacancy and the amount of emphasis placed on teaching in the task.

| | Level 1 | Level 2 | Level 3 | Level 4 |
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| 1. Pedagogical thinking (learning and teaching philosophy): conception of learning and the way teaching supports it. | No evidence of an analytic understanding of the qualities of good university teaching. Pedagogical thinking is ill-defined. | Pedagogical thinking is evident, but its reasoning and connection to teaching practices is not convincing (eg the portfolio and the teaching demonstration are inconsistent). | Pedagogical thinking is analytic and associated with teaching. Pedagogical thinking is evident in the applicant's teaching or the way he/she plans teaching. | Pedagogical thinking is excellently justified and its connection to practical teaching is convincingly presented. The theoretical depth of pedagogical thinking consistently guides teaching practices. |
| 2. Pedagogical skills pedagogical training, continuous development of teaching competence, awards and acknowledgements received for good teaching, and other merits. | No studies in (university) pedagogy or evidence of equivalent training. No evidence of developing one's teaching competence. | Little studies in (university) pedagogy (5–10 credits) and little evidence of equivalent training. Some evidence of developing one's teaching competences. | A fair amount of studies in (university) pedagogy (about 15–25 credits). Actively develops his/her teaching competence. | Extensive studies in university pedagogy (25–60 credits) or other evidence of corresponding training. Develops his/her teaching competence actively and purposefully and thinks that it is significant to update one's competence. Has received prizes for good teaching. |
| 3. Experience of teaching, supervision and guidance courses taught, theses supervised, experience of being an academic tutor/personal study plan supervisor, use of different teaching methods, teaching and supervision practices that promote students' learning and skills development. | No experience of teaching or supervision and guidance on the university level. Has not used different teaching methods (different ways to teach). | Little experience of teaching, supervision and guidance on the university level. Some variety in the use of teaching methods. | A fair amount of experience of teaching at university, eg several full courses and experience of supervision and guidance experience on the bachelor and master's levels. Evidence of successful supervision of theses. Evidence of using different teaching methods. | Solid and varied experience of teaching and supervision (also of supervising doctoral students). Experience of different teaching and supervision situations (eg lectures, small groups, seminars) and the supervision of supervisory and learning processes (eg supervision of theses, academic tutoring/personal study plan tutoring). Compelling evidence of successful thesis supervision. Versatile evidence of the appropriate use of a variety of teaching methods to enhance students' learning and skills development. |

| | Level 1 | Level 2 | Level 3 | Level 4 |
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| <p>4. Development of teaching, supervision and guidance competence Developing and using learning materials, developing learning environments, utilising students' feedback, pedagogical research (eg research on teaching and supervision), using research from one's field as a way to develop teaching.</p> | <p>No evidence of developing or using learning materials. No evidence of using learning environments or teaching technologies. Does not collect feedback from students or peers. No pedagogical publications and presentations.</p> | <p>Evidence of using learning materials (eg slide shows, learning platforms, videos and publications). Evidence of using physical and/or virtual learning environments. Some feedback gathered from students and colleagues and an understanding of how the feedback can be used to develop teaching. Has presented pedagogical development and research to an audience (eg in a publication or a conference).</p> | <p>Evidence of producing learning materials or of versatile use of learning materials in a way that enhances learning. Evidence of pertinent use or development of (physical and/or virtual) learning environments. Systematic and purposeful gathering of feedback. Evidence of using the feedback to develop teaching. Conducts pedagogical research.</p> | <p>Produced or compiled material that promotes learning, which is available to others (eg textbooks, video material or an online learning environment). The material is up-to-date and there is evidence of its usefulness in learning. Demonstration of the appropriate and varied development and use of (physical and virtual) learning environments. Feedback and an exploratory approach to one's own teaching have become an indispensable tool for developing teaching. Has published pedagogical studies.</p> |
| <p>5. Community-based development in teaching and learning: cooperation with teachers, students and working life; interdisciplinary cooperation, curriculum design work, internationality, pedagogical leadership.</p> | <p>No evidence of teaching cooperation or the development of teaching with others.</p> | <p>Little evidence of the community-based development of teaching, eg has participated in a working group that has developed teaching.</p> | <p>Much proof of different types of community-based development of teaching. Has participated in working groups and networks that have developed teaching, engaged in cooperation with colleagues or developed interdisciplinary teaching.</p> | <p>Evidence of teaching cooperation and active participation in the development of teaching in a range of working groups and networks at the home university as well as in national and international networks. Evidence of pedagogical leadership (eg chairing a curriculum design group).</p> |
| <p>6. Other teaching merits Eg previous assessments of teaching competence.</p> | | | | |

| | Level 1 | Level 2 | Level 3 | Level 4 |
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| 7. Teaching demonstration | | | | |
| Construction of the teaching situation | The learning and teaching goals are not evident; the teaching lacks a wider context. The teaching style is tentative and ill-suited. Ignores the starting level of the learners. | The learning and teaching objectives are expressed and the teaching situation has a connection to a wider whole. Clear deficits in time management (eg galloping through the final minutes or using too much time). Does not sufficiently consider the learners' starting level. | The learning outcomes are relevant and function as part of a larger whole. The teaching is well planned and fits the given timeframe. Considers the starting level of the learners in a good way. | The learning outcomes work excellently and they link up with a wider whole really well. The teaching is planned, structured and thought out in a way that suits the given timeframe excellently. The rhythm of teaching maintains the learners' interest. Considers the starting level of the learners particularly well. |
| Structuring the content of teaching | The context and the content of the teaching demonstration do not correspond to one another. The teaching does not have a research-based approach. Dissemination of information is the only thing to structure teaching. | The context and the content of the teaching demonstration correspond to one another. The research basis of teaching is partly flawed. There is little guidance on active learning and critical thinking. | The objectives and the taught content are appropriately structured. Learning is convincingly based on research. The learners are guided to engage in active learning and critical thinking. | The content of teaching is perfectly structured in a manner that corresponds to the learning objectives. The learned content is based on versatile and central research, which is clearly opened and insightfully evaluated. Teaching motivates learners independently to go deeper into the subject matter. |
| Presentation, interaction and illustration | The presentation methods are not clear and some aspects make understanding difficult. There is no interaction between the teacher and audience. The learners are not encouraged to learn. The use of observation tools and/or learning materials is inappropriate and detrimental to learning (eg too much material). | The presentation methods do not support reaching the goals. There is interaction between the teacher and the audience. The learners are activated to learn, but the methods used, the materials, use of technological tools or means of illustration are disjointed and do not support learning. | The presentation methods work well. The teacher makes contact with the audience in a natural way and encourages them to think, ask questions and talk. The learners are motivated to learn. Use of illustrations and examples clarifies the connection between theory and practice. The use of learning materials and the chosen teaching methods support learning. | The presentation methods support the achievement of goals. Interaction lasts through the teaching demonstration and the learners are encouraged to participate. The learners are motivated to expand their knowledge eg by using thinking and activation exercises. Versatile illustration and use of examples clarifies the connection between theory and practice. The use of learning materials and the chosen teaching methods are pedagogically grounded and support the fulfilment of learning outcomes well. |