

Assessment Criteria for Teaching Competence

When teaching competence is assessed, the emphasis is on the applicant's skills as a whole. The assessment is based on the teaching competence detailed in the application documents, a teaching demonstration, and an interview. The assessment criteria for teaching competence are meant to direct the applicant's attention to the various aspects of teaching competence that will be assessed. However, the criteria are applied flexibly.

The target level of teaching competence is determined by the requirements of the task and the emphasis on teaching.

Teaching portfolio

	Level 1 – Poor	Level 2 – Satisfactory	Level 3 – Good	Level 4 – Very good	Level 5 – Excellent
Pedagogical thinking Applicant's conception of learning and how teaching can support it.	Does not present or presents conception of good university teaching very narrowly.	Pedagogical thinking is presented but without justification. Pedagogical thinking is unstructured.	Pedagogical thinking is presented and justified. Its connection to the applicant's teaching practices and planning of teaching is not convincing, or the connection is not presented.	Pedagogical thinking is associated with teaching. Pedagogical thinking is well demonstrated in the applicant's teaching practices and planning of teaching.	Pedagogical thinking is justified in an excellent manner and its connection to teaching practice is presented convincingly. The theoretical depth of pedagogical thinking guides the applicant's teaching practices consistently.
Pedagogical training and maintaining pedagogical competence Studies in (university) pedagogy or other pedagogical training.	Does not provide evidence of studies in (university) pedagogy.	Some studies in (university) pedagogy (up to 10 ECTS).	A fair amount of studies in (university) pedagogy (11–20 ECTS).	Significant studies in (university) pedagogy (21–40 ECTS).	Extensive studies in (university) pedagogy (40 ECTS or more).
	Does not provide or provides very little evidence of how pedagogical competence is maintained or developed.	Some evidence of maintaining pedagogical competence or participating in pedagogical training.	A fair amount of evidence of maintaining pedagogical competence and participating in pedagogical training.	Significant evidence of maintaining pedagogical competence and participating in pedagogical training.	Extensive evidence of systematic and active maintenance of pedagogical competence and participating in pedagogical training.
Teaching and academic guidance and counselling experience Courses taught, supervised theses, working as an academic	Does not provide or provides very little evidence of teaching at university or another educational level.	Some experience of teaching at university or another educational level.	A fair amount of evidence of teaching experience at university or another educational level. Little experience of different teaching situations.	Significant teaching experience at the university level. Some experience of different teaching situations.	Solid and versatile teaching experience at the university level. Extensive experience of different teaching situations.

<p>tutor / personal study plan (PSP) tutor, teaching and guidance practices that promote students' learning and competence. Use of learning materials, physical and virtual learning environments and/or methods.</p>	<p>Does not provide or provides very little evidence of experience of guidance at the university level.</p>	<p>Some experience of guidance at the university level. Experience of e.g. supervising project work or acting as an academic tutor/PSP tutor.</p>	<p>A fair amount of experience in guiding degree studies at the university level. Experience of e.g. various supervision situations and/or some supervision of bachelor's- and master's-level theses.</p>	<p>Significant experience of supervision in degree studies at the university level. Experience of e.g. a variety of supervision situations and/or supervising several theses at bachelor's- and master's-level or, to a lesser extent, of supervising doctoral dissertations.</p>	<p>Solid and versatile experience of supervision at the university level (as a responsible supervisor of doctoral students). Experience of a variety of supervision situations and the supervision of learning processes.</p>
	<p>No or very limited evidence of using learning materials, learning environments and/or methods.</p>	<p>Some evidence of using learning materials, learning environments and/or methods.</p>	<p>A fair amount of evidence of using learning materials, learning environments and/or methods.</p>	<p>Significant evidence of using learning materials, learning environments and/or methods.</p>	<p>Varied evidence of the appropriate use of different learning materials, learning environments and/or methods to support students' learning and competence development.</p>
<p>Development of teaching and guidance</p> <p>Use and development of learning materials (e.g. presentation materials, videos, publications, textbooks and other learning materials) and learning environments. Using teaching practices, feedback, and research to develop teaching and academic guidance. Making visible his/her own development work.</p>	<p>Does not provide or provides very little evidence of the development of learning materials.</p>	<p>Some evidence of the development of learning materials.</p>	<p>A fair amount of evidence of the development of learning materials.</p>	<p>Varied evidence of the development of learning materials.</p>	<p>Up-to-date teaching material, produced or compiled to promote learning, has been made for open use.</p>
	<p>Does not provide or provides very little evidence of the development of physical and/or virtual learning environments and/or teaching practices.</p>	<p>Some evidence of the development of physical and/or virtual learning environments and/or teaching practices.</p>	<p>A fair amount of evidence of appropriate development of physical and/or virtual learning environments and/or teaching practices.</p>	<p>Evidence of reasoned and varied development of physical and/or virtual learning environments and/or teaching practices.</p>	<p>Evidence of a well-founded, varied, and sustained development of physical and/or virtual learning environments and teaching practices.</p>
	<p>Does not provide or provides very little evidence of collecting and using student or peer feedback.</p>	<p>Some evidence of collecting and/or using student or peer feedback.</p>	<p>Appropriate collection of feedback. A fair amount of evidence of feedback being used in the development of teaching.</p>	<p>The systematic collection of feedback during courses has been adopted as an indispensable tool for the development of teaching.</p>	<p>The systematic and sustained collection of feedback during courses is recognised as an indispensable tool for the development of teaching.</p>

	Does not provide or provides very little evidence of the use of his/her own or others' research as part of the development of teaching and/or guidance.	Some evidence of using his/her own or others' research as part of the development of teaching and/or guidance (e.g. development work or research has been presented to the public).	Conducts research that is used in the development of teaching and/or guidance.	Uses his/her own research as part of the development of teaching and/or guidance and has published research related to the development of teaching, e.g. at national seminars and/or conferences.	Uses his/her own research as part of the development of teaching and/or guidance and has published research related to the development of teaching in peer-reviewed national or international publication channels in his/her field.
Teaching cooperation and community-based teaching development Cooperation with teachers, students, working life and other stakeholders, and community-based learning process development (e.g. course and degree programme development), working in different cooperation networks, interdisciplinary and international cooperation.	Does not provide or provides very little evidence of collaborative teaching or collaborative learning development.	Some evidence of collaborative teaching or community-based learning development. For example, has participated in a teaching development group within his/her field of study or uses stakeholder cooperation to a limited extent in the development of his/her teaching.	A fair amount of evidence of collaborative or community-based teaching development. For example, has participated in several teaching development groups within his/her higher education institution (HEI) and/or uses stakeholder collaboration in the development of his/her own teaching.	Diverse evidence of collaborative or community-based teaching development. For example, has participated in teaching development groups both within his/her HEI and at national level and/or uses stakeholder collaboration to develop teaching.	Long-term and sustained evidence of active cooperation in teaching and community-based teaching development. For example, participation in teaching development groups at his/her own HEI, national and international level and/or extensive use of stakeholder collaboration within the HEI to develop teaching.
	Does not describe or describes very narrowly his/her role in community-based educational development.	Describes narrowly educational cooperation that has been done or his/her role in community-based education development.	Describes well educational cooperation that has been done or his/her role in the development of community-based education. Little evidence of involvement in national educational cooperation.	Describes versatily educational cooperation that has been done or his/her active role in the community-based development of education. Evidence of involvement in national and/or international cooperation in education.	Describes broadly and in-depth educational cooperation that has been done or his/her active role in the community-based development of education. Evidence of active involvement in international education cooperation.

Teaching demonstration

	Level 1 – Poor	Level 2 – Fair	Level 3 – Good	Level 4 – Very good	Level 5 – Excellent
Construction of the teaching situation Learning outcomes and objectives of teaching, time management and consideration for the starting level of the target group.	Learning outcomes and the objectives of the teaching situation are not presented. The starting level of the target group is not considered.	Learning outcomes and objectives of the teaching situation are presented. Connection to the wider whole is unclear. The starting level of the target group is considered to a small extent.	The learning outcomes or objectives of the teaching situation are presented and structured as part of a broader context. The starting level of the target group is considered.	The learning outcomes or objectives of the teaching situation are clearly presented and appropriately connected to a wider whole. The starting level of the target group is considered.	The learning outcomes or objectives of the teaching situation are presented, and they are connected to the wider whole meaningfully and appropriately. The starting level of the target group is considered successfully.
	There are clear shortcomings in terms of the structure, rhythm, and time management of the teaching situation.	There are some shortcomings in terms of the structure, rhythm, or time management of the teaching situation.	The teaching situation is well structured and has an appropriate rhythm. The given time frame is respected.	The teaching situation is structured and has an appropriate rhythm to maintain interest. The whole is well adjusted to the given time frame.	The teaching situation is well structured and has an excellent rhythm that maintains interest. The whole is very well adjusted to the given time frame and time use is appropriate.
Structuring the content of teaching Conceptualising the whole, research orientation and guidance for active and critical thinking.	The content of the teaching demonstration is poorly linked to the given guidelines. There are shortcomings in the delimitation of the content, and the overall picture is unclear.	The content of the teaching demonstration is linked to the given guidelines. The delimitation and selection of content could be clearer. The overall picture is understood in some respects.	The content of the teaching demonstration is largely aligned with the given guidelines. The content is clearly selected and delimited to form a coherent whole.	The content of the teaching demonstration is aligned with the given guidelines. The content has been selected and delimited in a meaningful way to form a coherent whole.	The content of the teaching demonstration corresponds well to the given guidelines. The content has been selected and delimited in a meaningful way to form a coherent and interesting whole.
	No theory or research is utilised in the teaching.	Some relevant theory or research is utilized but not elaborated more clearly.	The research orientation of the teaching is conveyed. The teaching draws on theory or research in the field, which is explained in a comprehensible manner.	The research orientation of the teaching is very well conveyed. The teaching draws on relevant theory and/or research, which is presented in a clear and insightful way. The relevance of the research perspective is justified.	The research orientation of the teaching is excellently conveyed. The teaching makes use of a wide range of relevant theory and/or research, which is clearly explained and examined with insight and critical understanding. The relevance of the research perspective is appropriately justified.

	Participants are not guided to think actively; instead, the content is presented as a factual summary.	The participants are very little guided in active thinking. However, the presentation of the content seeks to identify and demonstrate different perspectives in an appropriate manner.	Participants are encouraged to think actively by offering different perspectives in an appropriate way, commenting on them and encouraging comparison.	Participants are guided to think actively by offering different perspectives in an appropriate way, relating them to each other and encouraging comparison.	Participants are guided to think actively and critically by offering different perspectives in a way that suits the topic, problematising the content and encouraging the challenge or examination of the topic comprehensively.
Interaction, illustration, and choices of teaching methods	The applicant does not engage the participants and the communication has features that hinder conveying the content.	The applicant makes contact with the participants. The communication supports conveying the content to some extent.	The applicant facilitates interaction by maintaining contact. The communication supports conveying the content.	The applicant supports interaction by maintaining contact throughout the session and encouraging participation. The communication is appropriate and supports conveying the content.	The applicant supports interaction by maintaining contact throughout the presentation and encouraging reciprocity. The communication is appropriate and supports conveying the content excellently.
	There is no illustration and/or use of examples or they do not support understanding of the link between theory and practice.	There is some illustration and/or use of examples to support understanding of the link between theory and practice.	Illustration and/or the use of examples supports understanding the link between theory and practice.	The use of illustration and/or examples supports understanding the link between theory and practice by making the connection more tangible.	The use of illustration and/or examples excellently supports understanding of the link between theory and practice and creates insights. Through concretisation, clear links with practice and current phenomena are established.
	The chosen methods, materials or technologies are not appropriate and hamper learning.	The chosen methods, materials or technologies remain isolated and do not support learning.	The chosen methods, materials or technologies support learning.	The chosen methods, materials or technologies are pedagogically thought-out and support the learning process very well.	The chosen methods, materials and technology are pedagogically thought-out and support learning excellently.