

# Teaching competence assessment GUIDELINES FOR A CANDIDATE

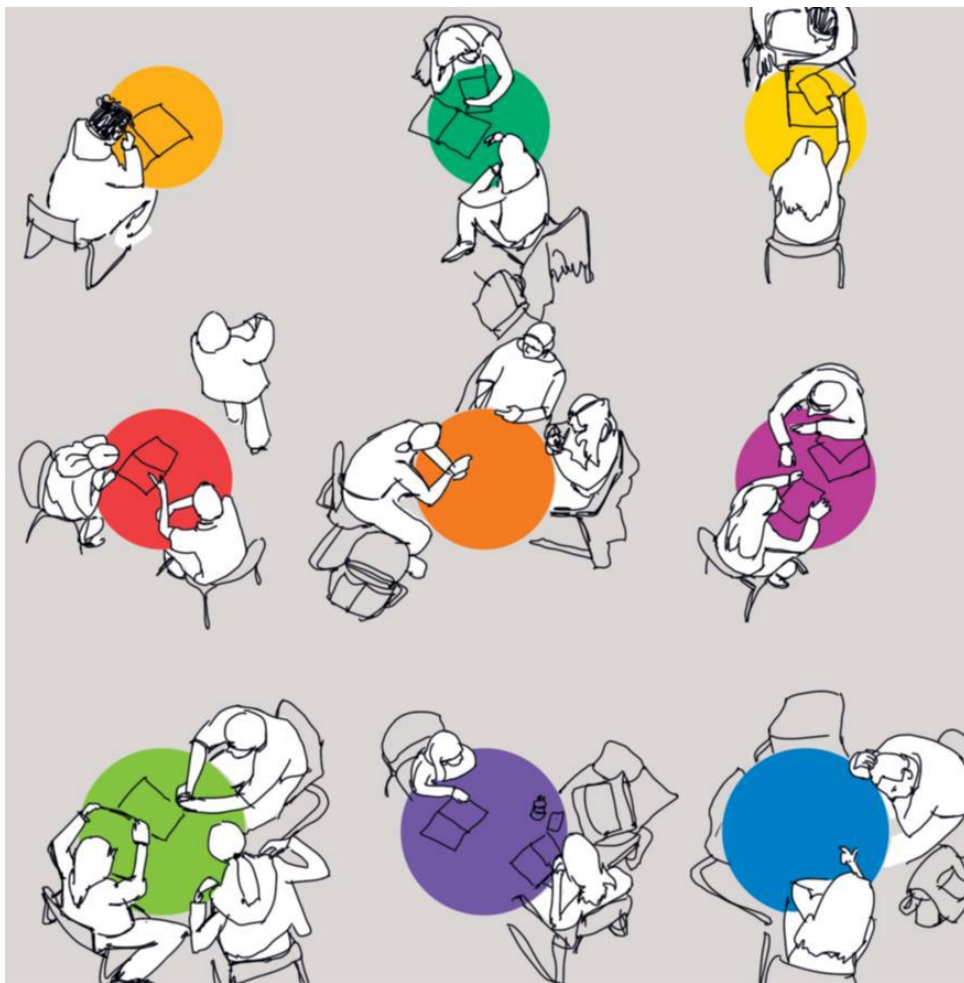


Illustration Riikka Hyypiä, Unigrafia (2013)

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## Assessment of teaching

As part of the recruitment and/or promotion process, you are asked to write **a teaching portfolio**, give **a teaching demonstration**, and be **interviewed** about teaching. Based on these three components, the teaching competence assessment committee (TCAC) will issue a **written statement** on your teaching competence, including a holistic overall grade.

These guidelines will help you compile or update a teaching portfolio and prepare for the teaching demonstration and interview.

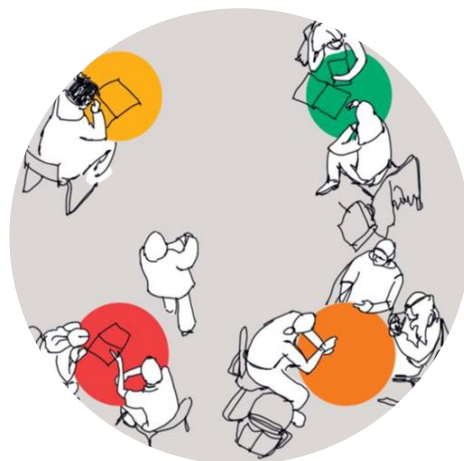
## Teaching and learning at Aalto University

At Aalto University, we educate **game changers** – broad-minded experts and future-oriented change agents with the knowledge, capabilities and sense of responsibility for building a sustainable future.

Teaching at Aalto University is about **enhancing learning and caring for our students**. It means encouraging students to explore with curiosity, work together and participate actively, to understand knowledge and its applications in their relevant context, to find their own paths and focus, and to take responsibility for their own learning.

As a teacher, you are **a facilitator in the learning process**. Your ability to interact with students and support cooperation among students is vital. Research-based teaching is connected to relevant questions in the fields of science, technology, art, and business. Your teaching develops the students' critical and reflective thinking, as well as analytical and work-life skills.

**Teachers at Aalto University** are involved in course and curriculum planning and are able to collaborate with other stakeholders in teaching and learning. Courses have aligned learning outcomes, well-designed content, teaching and assessment methods, and a reasonable workload. Blended learning strategies are used in context-sensitive ways. Feedback is utilised in course and programme level development.



## Teaching portfolio

The teaching portfolio presents your competence, experience and professional development in the domain of teaching in a systematic and concise way. **The length of the portfolio cannot exceed 5-8 pages. In addition, you can include a maximum of 6–10 pages of carefully selected appendices.**

### General guidelines:

- Write the portfolio as a narrative text
- Write in the first person (I, me, my...)
- Document all relevant work experience, provide evidence for your claims, and support the text with reflection and appropriate references
- If you have had a long teaching career, you can choose to focus on the past 5–10 years. Even in this case, include a list of all courses you have taught during your career as an appendix, in order to demonstrate the breadth of your teaching experience.

**Cover page and table of contents:** The cover page must include your name and date, the purpose of the teaching portfolio, contact information, and your highest degree obtained. Add a table of contents with page numbers, including a list of appendices.

**Please follow the structure indicated below.** The structural components provide the main headings of the teaching portfolio and give suggestions of aspects to consider in each key component. Please note that all the components may not be relevant to you and are not expected to be equally covered.

**If you are on tenure/lecturer track in Aalto University:** Provide a summary within each section on how you have developed your teaching competence **since your latest appointment on the track.**

### Portfolio structure (max. 5–8 pages)

- |   |   |
|---|---|
| <b>1. Approach to teaching and learning</b>                 | <ul style="list-style-type: none"> <li>a. Description of how you teach</li> <li>b. Evidence, examples, and reflection</li> </ul>  |
| <b>2. Teaching experience</b>                               | <ul style="list-style-type: none"> <li>a. Teaching</li> <li>b. Supervision and advising</li> <li>c. Teaching and learning materials</li> <li>d. Course development</li> </ul> |
| <b>3. Curriculum development and educational leadership</b> | <ul style="list-style-type: none"> <li>a. Curriculum development</li> <li>b. Educational leadership</li> </ul>  |
| <b>4. Development as a teacher</b>                          | <ul style="list-style-type: none"> <li>a. Pedagogical studies and development of teaching skills</li> <li>b. Key learnings and reflection</li> </ul>                          |
| <b>5. Feedback</b>  | <ul style="list-style-type: none"> <li>a. Feedback you have received</li> <li>b. Awards and credentials</li> </ul>  |

### **Appendices (max. 6-10 pages)**

## Key teaching components in detail

### 1. Approach to teaching and learning

*Your approach to teaching and learning describes the principles and ways in which you seek to enhance students' learning.*

#### a. Description of how you teach

- your approach, principles and priorities related to teaching and learning
- the teaching and assessment methods you use
- description of how you seek to interact with students

#### b. Evidence, examples and reflection

- concrete examples of how your approach, principles, and priorities affect your teaching
- evidence of the effectiveness of your approach to the students' learning
- reflection on how your approach has developed over time and how this has influenced the students' learning

### 2. Teaching experience

*Teaching experience includes teaching in higher education institutions; supervision of bachelor, master and doctoral theses; and life-wide learning, executive and vocational education. Use appendices to provide this information (for suggested templates, see page 6).*

#### a. Teaching

- your teaching experience at all levels, both nationally and internationally (bachelor, master and doctoral-level education, life-wide learning, executive and vocational education), including a description of your primary role/contribution
- your experience in collaborating with colleagues in teaching courses/modules/programmes

#### b. Supervision and advising

- your experience and ways of working in supervising/advising bachelor, master and doctoral theses, projects, productions, laboratory assignments etc.
- your experience and ways of working in tutoring and advising students

#### c. Teaching and learning materials

- your experience and pedagogical approach in the development of teaching and learning materials

#### d. Course development

- evidence and reflection on how you have developed your courses (provide examples)

### 3. Curriculum development and educational leadership

*Curriculum development and educational leadership refers to activities, responsibilities, and roles in educational development at the programme, school, university, national, or international level.*

#### a. Curriculum development

- your experience in leading or participating in curriculum development of programmes or majors.

- your experience in and contribution to broader curriculum development at the school, university, national, or international levels.

**b. Educational leadership**

- your experience in and contribution to educational leadership, such as responsibility of a teaching team leader, major, degree programme director, or head of department.
- your experience in and contribution to other teaching-related development activities, such as participation in teaching competence assessment, programme committees, or development groups.
- your experience in and contribution to supporting and mentoring junior assistants, graduate teachers, peers, and colleagues in developing their teaching competence.
- your experience in and contribution to broader educational leadership and collaboration at local, national, or international levels.
- your experience in and contribution to pedagogical development (e.g., presentations or publications on teaching and learning in one's field).

## 4. Development as a teacher

*Developing as a teacher includes studies in university pedagogics, other studies or ways of acquiring and developing one's own teaching competence. Provide evidence and reflection.*

**a. Pedagogical studies and development of teaching skills**

- formal pedagogical studies: how many credits have you completed, where, and when (you can provide a list of trainings as an appendix, see the template on page 6).
- any other studies or ways of developing your own teaching competence.
- any research activities related to teaching and learning.

**b. Key learnings and reflection**

- your strengths and development areas as a teacher.
- reflection on how your engagement in pedagogical development has influenced your teaching competence (e.g., take-aways and reflection from studies or literature).
- how you maintain and enhance your pedagogical competence.

## 5. Feedback

*Feedback includes evidence-based description on how you have systematically collected feedback, what kind of student feedback you have received, and how you have utilised the feedback. Peer feedback, assessments of teaching competence, and awards or credentials can also be included.*

**a. Feedback you have received**

- your practices of collecting and using student or other feedback.
- student feedback from the courses that you have taught (provide evidence in appendices)
- any other feedback (such as peer feedback or teaching competence assessments)

**b. Awards and credentials**

- any awards or other public recognition of excellence in teaching you have received
- any other teaching-related merits or credentials of excellence

## Appendices (note: max 6–10 pages)

Add the appendices at the end of the portfolio, number them, and refer to them in the text.

Appendices should provide evidence of your teaching competence. Examples of expected and optional appendices include:

- list of teaching activities, including courses taught, number of students, course level and the amount of credits, year, institution, overall student feedback grade (expected, use table format).
- list of supervised/advised students, level (PhD, master, bachelor), years, and titles of their works (expected, use table format).
- sample syllabus of one of your courses (expected).
- list of pedagogical trainings, including year when completed, the name of course, amount of credits completed, institution (expected).
- selected examples of open or other feedback from students, peers, and external partners (optional).
- selected examples of teaching materials (optional).

The following sample templates help you summarise your competences and experiences - please feel free to modify them.

**TABLE 1 Teaching experience (sample template)**

Year(s)	Name of the course	University/organization, country	Number of enrolled students (estimate)	Your role in the course: responsible teacher, co-teacher, guest lecturer, teaching assistant, etc.	Status of the course (compulsory, optional, number of credits)	Overall feedback grade
<b>Bachelor's level courses</b>						
<b>Master's level courses</b>						
<b>Doctoral level courses</b>						
<b>Other (e.g., life-wide learning, executive, and vocational education)</b>						

**TABLE 2. Supervision experience (sample template)**

Name of the student	University/organisation & country	Title of the thesis	Your role: main supervisor, co-supervisor etc.	Status of the thesis: completed (year), in the progress e.g., 80/50/30% completed
<b>Bachelor theses</b>				
<b>Master's theses</b>				
<b>Doctoral theses</b>				

## Teaching demonstration

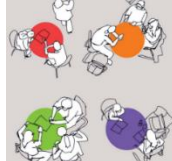
**Typical formats of teaching and learning.** Learning outcomes, course content, student target group, time, space, and tools are factors in choosing suitable formats for the course and teaching and learning situations.



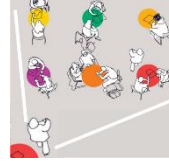
**Independent work**



**Pair work**



**Team work**



**Teacher-led work**



**Other innovative format**

The evaluation in the teaching demonstration will be focusing on:

- a. Communication of the teaching situation, intended learning outcomes and learning activities
- b. Interaction with the students
- c. Teaching methods applied
- d. Assessing the learning process in the demonstration

*NOTE! The ability to teach is demonstrated either in a designated teaching demonstration or during an authentic teaching session. In advancements, it is **preferred** that you will be assessed in an authentic teaching session as a part of a course with students attending the session.*

## Interview

The teaching competence assessment committee (TCAC) of the school will interview you as a part of the evaluation process. The interview is a dialogue between yourself and TCAC members, students, and department staff. It is usually organised immediately after a teaching demonstration. In the interview, you will be able to provide more detailed and in-depth information related to your teaching portfolio and teaching demonstration.