

# Teaching competence assessment **GUIDELINES FOR A CANDIDATE**

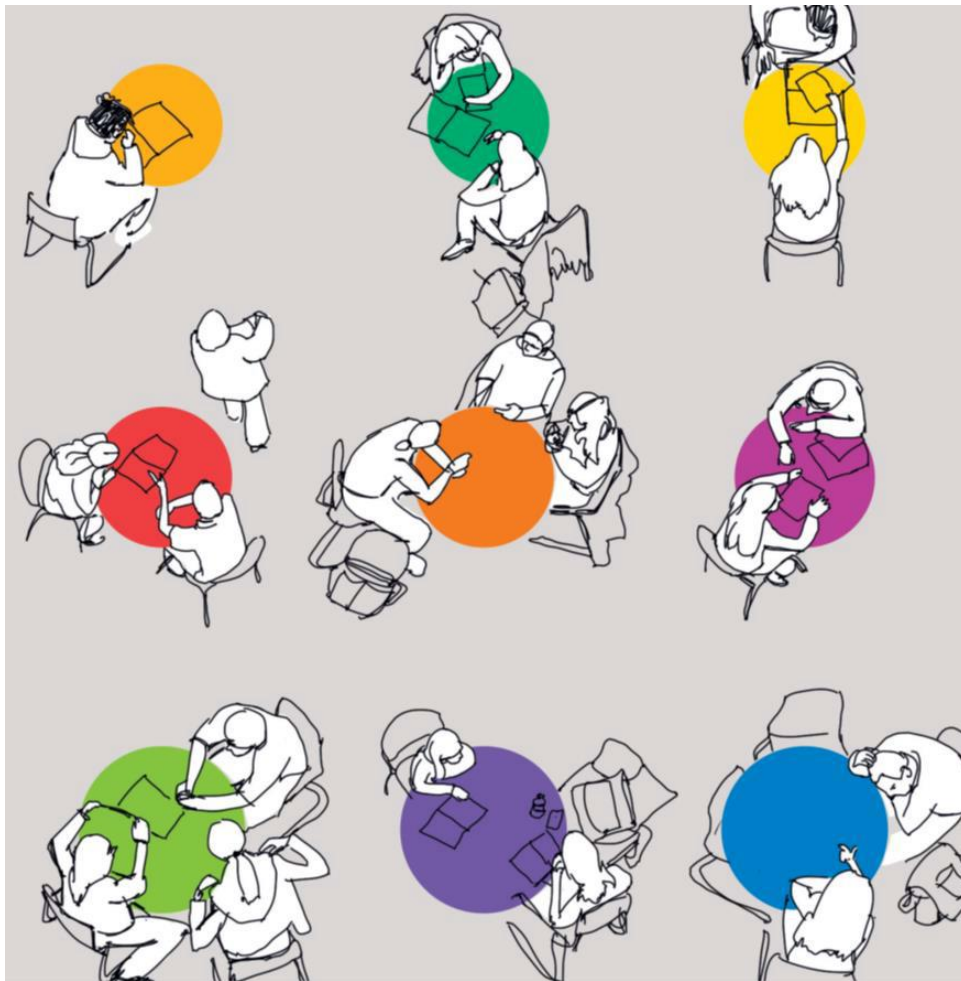


Illustration Riikka Hyypiä, Unigrafia (2013)

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## The assessment of teaching

As part of the recruitment and/or promotion process, you are asked to present your teaching competence with a *teaching portfolio* and to give a *teaching demonstration*. You will also be *interviewed* concerning the teaching competence.

This *Guidelines for teaching competence assessment* document is designed to help you compile or update a teaching portfolio and prepare you for the teaching demonstration and interview. The aspects of learning and teaching presented in this document are commonly shared and valued in Aalto University.

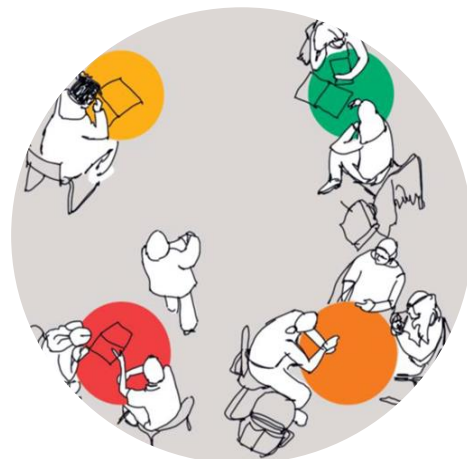
## Learning and teaching at Aalto University

At Aalto University, we educate **game changers** – broad-minded experts, visionaries, and change agents with the knowledge, capabilities, and sense of responsibility to build a sustainable society and increase societal wellbeing. Read more about our [Shaping the future](#) -strategy.

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 a relevant context, to find their own path and focus, and to take responsibility for their own learning.

You as a teacher are **a facilitator in the learning process**. Your ability to interact with students and support cooperation among students is vital. Research-based or art-based teaching is connected to relevant questions in the fields of science, technology, art, and business. Your teaching promotes students' ability for critical and reflective thinking as well as the development of other generic skills.

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



## The teaching portfolio presents your **competence, experience, and professional development of teaching in a systematic way.**

The teaching portfolio should be written as a narrative and reflective text that is supported by carefully selected evidence as appendices. In Aalto University, we value a teaching portfolio which is compiled according to the components described in this document. These components correspond to the key teaching criteria, according to which your teaching competence will be assessed.

*Please note that aspects and questions presented in this document may not all be relevant to your purposes and profile and are thus not expected to be covered equally in your portfolio.*

## Structure of the teaching portfolio

### General:

- Ensure the length of the portfolio is 4–7 pages
- Carefully select appendices to be altogether 6–10 pages. Give reasons for the inclusion of each appendix in the portfolio text
- Write the portfolio as a narrative text
- Write in the first person (I, me, my...)
- Document all relevant work experience and provide evidence for all your claims to make the description convincing, reliable, and justified
- Make the portfolio a balanced account of your accomplishments, your development over time, and areas needing further professional development
- Support the text with **reflection, self-evaluation, and evidence**
- If you have had a long teaching career, you can choose to present and reflect on the past 5–10 years. (However, include as an appendix a list of all courses that you have taught during your career to describe the breadth and width of your teaching experience)
- Treat the portfolio like a scientific report: use appropriate referencing techniques

**Cover page:** Your name and date, the purpose of the teaching portfolio, contact information, and your highest degree obtained.

**Content:** Add a table of contents with page numbers, including a list of appendices. Structure your teaching portfolio according to the components presented in this document, if possible.

*For advancement,* provide also a summary within each section on how you have developed your teaching competence since your appointment on the career track.

## Components in detail

### 1. Approach to teaching and learning

*Your approach to teaching and learning describes your ideas and ways to enhance students' learning.*

#### a. Conception of teaching and learning

- your beliefs, expectations, priorities, and convictions about teaching and learning

#### b. Description of how you teach

- concrete examples of how your beliefs affect the way you approach teaching, decide teaching and learning methods, assess student learning, and guide/supervise students
- how you interact with the students
- the methods you use in teaching and assessing learning

#### c. Justification for why you teach the way you do

- concrete examples of the effectiveness of your approach to the students' learning process and learning outcomes
- your means to be reflective and purposeful
- your criteria to judge the quality of your teaching
- your own criteria for how you assess the effectiveness of teaching
- reflect on how your approach to teaching has developed over the years as well as how this has influenced the students' learning
- if your teaching is based on artistic activity or industry experience, give examples of its influence on your teaching and supervision

### 2. Teaching experience

*Teaching experience includes university teaching, supervision of bachelor, master, and doctoral level theses, as well as vocational and executive education. It is preferable to use an appendix if the list is long.*

#### a. Teaching experience (e.g. bachelor, master, and doctoral level education, vocational and executive education)

- your experience and responsibilities in teaching. Provide a description of your primary role and contribution.
- your substance-related teaching activities at other educational institutions, nationally and internationally
- your positions as an expert in executive education and non-university substance-related education or training
- your experience in collaborating with colleagues in teaching courses/modules/programmes.
- how your experience-based knowledge is contributing to your teaching competence and student learning outcomes (especially if you have extensive teaching experience)

**b. Thesis supervision**

- your experience in tutoring and advising students, supervising theses (e.g. BSc, MSc, or PhD), projects, productions, laboratory assignments, and other student work
- the methods you use in supervising
- your development as a supervisor

**c. Creating, renewing, or upgrading of course material**

- your production, use, and development of all types of teaching and learning materials for students
- your pedagogical considerations when preparing and using these materials

**d. Course development**

- evidence and reflection on how you have developed your courses
- contributions in this section may also be publications on teaching and learning or keynotes or other presentations at national and international conferences on education, teaching, and learning

### 3. Curriculum development and educational leadership

*Curriculum development and educational leadership refers to activities, responsibilities and role in educational development, which exceeds the course level development. It is preferable to use an appendix if the list is long.*

**a. Curriculum development**

- your participation in curriculum development. If you do not have previous experience, you can provide a reflection on how you see your potential role and contribution.
- your experience in leading curriculum development of programmes, majors, or other larger entities.
- your involvement in and contribution to the development, implementation, and/or management of teaching and learning (=educational development) or learning policies at the level of the unit, department, school, university, or at a national or international level

**b. Educational leadership (e.g. programme director, department head, or other responsible role for large educational entities)**

- your activities in educational leadership, such as acting as the teacher in charge or teacher, lecturer/professor in charge of major, teaching team leader, head of degree programme, head of department, mentor, coach, etc.
- how your support and mentoring has helped junior assistants, graduate teachers, peers and colleagues develop their teaching competence
- if you do not have previous experience, you can provide a reflection on how you see your potential role and contribution

**c. Contributing to school/university/national/international level educational development**

- any leadership roles in education involving local, national, international cooperation

## 4. Development as a teacher

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

### a. Coverage of pedagogical studies

- the extent of your formal pedagogical studies: how many credits have you completed, where and when
- any other studies or ways of developing your teaching competence
- own discipline-specific research or artistic work related to teaching and learning
- it is preferable to use an appendix if the list is long.

### b. Key learnings from pedagogical studies and development of teaching competence

- your reflections on how your engagement in pedagogical education and/or familiarity with the literature of teaching and learning has developed your teaching and student learning
- how you maintain and enhance your pedagogical competence
- how you identify your strengths and development areas as a teacher
- you can provide a list of all the pedagogical courses and other related activities that you have completed in an appendix

## 5. Student and peer feedback

*Student and peer feedback includes evidence-based descriptions of the feedback your courses have received and how you have utilised the feedback. As well, any assessments of teaching competence and credentials or awards can be included. It is preferable to use an appendix if the list is long.*

### a. Quality of student feedback

#### **Student feedback; evidence based on courses delivered**

- the feedback you have received
- please provide an appendix with a systematic summary of the numerical course feedback you have received from students, preferably as a table. In the appendix, include at least:
  - courses that you have taught
  - numerical summary of the course feedback from students in these courses to show how the feedback has developed over time
  - number of students per course
  - percentage of students who gave feedback per course

### b. Utilisation of student feedback

- how you have made use of the feedback in developing your teaching over time

### c. Peer feedback from fellow teachers, superiors, and others

- any previous assessments of teaching competence and how you have developed thereafter

### d. Honours and awards received

- the recognitions of excellence in teaching you have received

- include any other teaching competence or merits that do not seem to fit under any other teaching merits (optional)
- any other key criteria

## Appendices

- Add the appendices at the end of the portfolio, number them and refer to them in the text.
- Remember to discuss the content of the appendices in the narrative text and give reasons why you have selected this particular sample. The sample is evidence to support your claim of excellence and demonstrate your achievement in supporting student learning.
- Examples of expected and potential appendices:
  - list of teaching activities, including courses taught, number of students, course level and the amount of credits, year, and institution (expected)
  - list of supervised students, years, and titles of their works (expected)
  - sample syllabus from one of your courses (expected)
  - systematic summary of course feedback from students, including numerical feedback, number of students in the course, and percentage of respondents (expected)
  - examples of open or other feedback from students, peers, and external partners
  - examples of teaching materials/hand-outs, assessment tasks, and written documents related to teaching.

The following sample templates are to help you summarise your competence and experience – please feel free to modify the following examples.

### EXAMPLE: TABLE 1 Teaching experience

Year(s)	Name of the course	University/organisation, country	No. of enrolled students	Your role in the course: responsible teacher, co-teacher, guest lecture, teaching assistant, other	Status of the course (compulsory, optional, number of credits)
<b>Bachelor level courses</b>					
<b>Master's level courses</b>					
<b>Doctoral level courses</b>					
<b>Other (e.g. vocational and executive education)</b>					



**EXAMPLE: TABLE 2. Supervision experience**

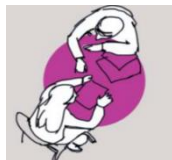
Name of the student	University/organisation, country	Title of the thesis	Your role: main supervisor, co-supervisor, other	Status of the thesis: completed (year), in progress, e.g. 80/50/30% done
<b>Bachelor theses</b>				
<b>Master's theses</b>				
<b>Doctoral theses</b>				

## Teaching demonstration

**Typical formats of teaching and learning.** Learning outcomes, course content, student 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 focus on these aspects:

- a. presentation of expected learning outcomes
- b. the teaching supports understanding
- c. the content and its presentation are logical and based on research or artistic work
- d. there is appropriate interaction and discussion with the students when relevant
- e. appropriate visualisation, technical aids, and materials are used when relevant
- f. the candidate uses a clear and audible voice
- g. the teaching demonstration is in line with the teaching portfolio and the interview
- h. evidence or appearance of the [game changer spirit](#) (see page 3 in this document)

**NOTE!** *The ability to teach is demonstrated*

- *in a designated teaching demonstration (in recruitment) or*
- *during an authentic teaching session (in advancement and promotion)*

## Interview

The school's teaching competence assessment committee will interview you related to teaching in recruitments and advancements. The interview is a dialogue between you and the assessment committee members, students, and department staff. It is organised preferably after a teaching skills demonstration or at a separately agreed time. In the interview, you, as a candidate, are able to provide more detailed information on the aspects presented in the teaching portfolio and teaching demonstration.

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## Summary of the teaching portfolio structure

Please compile your teaching portfolio preferably according to the structure below. Components are presented in more detail on pages 5-9.

### 1. Approach to teaching and learning

- a. Your conception of teaching and learning
- b. A description of how you teach
- c. Justification for why you teach the way you do

### 2. Teaching experience

- a. Coverage of teaching experience
- b. Thesis supervision
- c. Creation, renewal, or upgrading of course material
- d. Course development

### 3. Curriculum development and educational leadership

- a. Curriculum development
- b. Educational leadership (programme director, department head, or other responsible role for large educational entities)
- d. Contributing to school/university/national/international level educational development

### 4. Development as a teacher

- a. Coverage of pedagogical studies
- b. Key learnings from pedagogical studies and development of teaching competence

### 5. Student and peer feedback

- a. Quality of student feedback
- b. Utilisation of student feedback
- c. Collegial feedback from fellow teachers, superiors, and others
- d. Honours and awards received

### 6. Teaching demonstration

- a. Expression of the level of the teaching situation, intended learning outcomes and learning activities
- b. Interaction with the students
- c. Teaching methods applied
- d. Assessment of the learning process in demonstration
- e. Evidence or appearance of the game changer spirit