

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

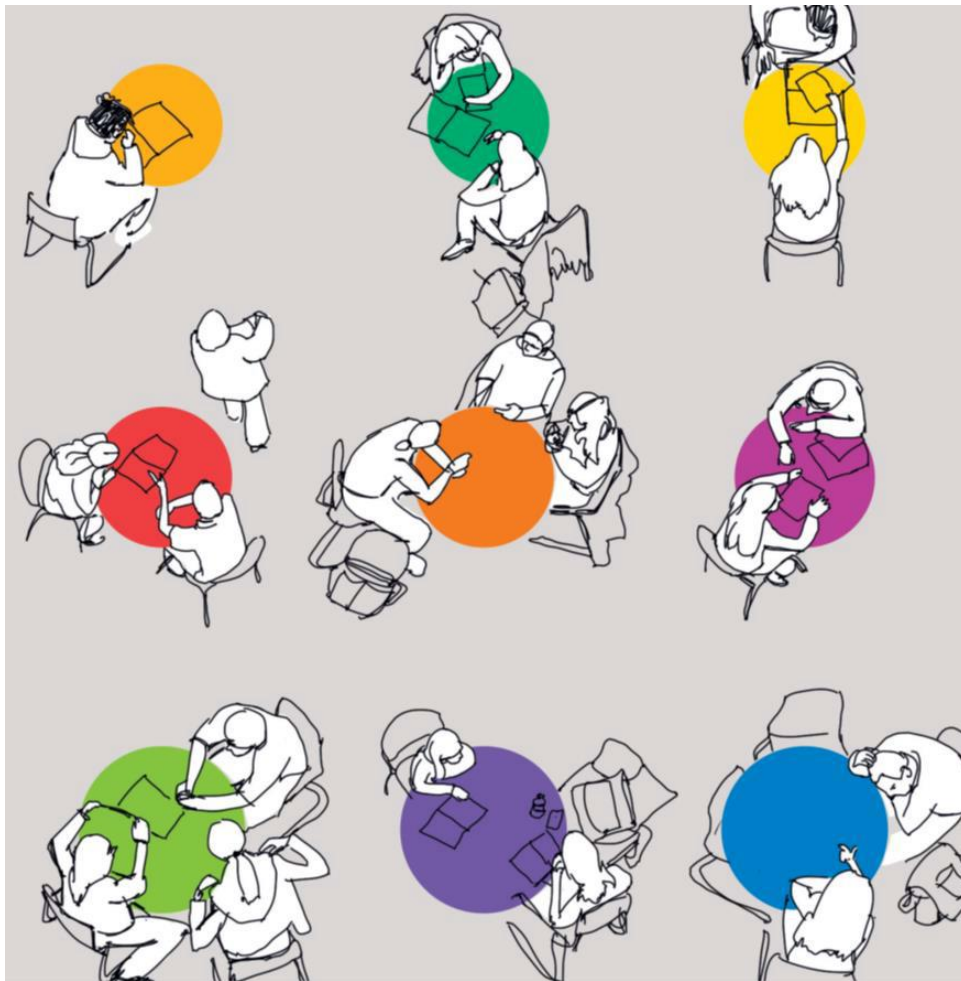


Illustration Riikka Hyypiä, Unigrafia (2013)

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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 by a *teaching portfolio*, to give a *teaching demonstration*, and you are also *interviewed* concerning the teaching competence.

This Guidelines for teaching competence assessment –document is to help you compiling or updating a teaching portfolio and in preparation for teaching demonstration and interview. Aspects of learning and teaching presented in this document are commonly shared and valued in Aalto University.

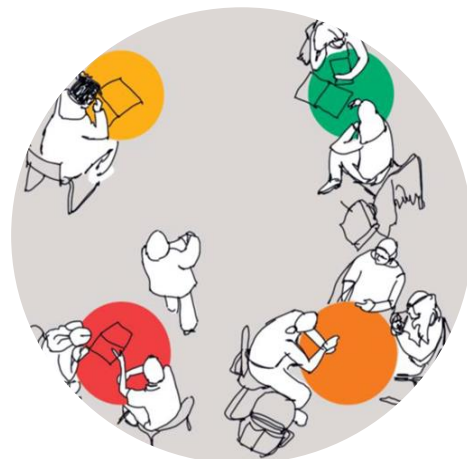
## Learning and teaching at Aalto University

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 wellbeing.

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 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 teaching is connected to relevant questions in the fields of science, technology, art and business. Your teaching promotes students' ability to critical and reflective thinking, and 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 workload. Blended learning strategies are used in context-sensitive ways. Feedback is utilised in course and programme level development.



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

The teaching portfolio should be written as 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 **key criteria** described in this document. These key criteria provide the structure and main headings of the teaching portfolio, and give suggestions of aspects to consider in each key criteria.

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

## Structure of the teaching portfolio

### General guidelines:

- The length of the portfolio is 4–7 pages
- Carefully selected appendices altogether 6–10 pages. Give reasons for the inclusion of each appendix in the 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. Yet, include as an appendices 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 teaching and learning key criteria, 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.

## Key criteria 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 how you assess the effectiveness of teaching
- evidence on reflections in every day work as a teacher
- 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. Prefer using appendices if the list is long.*

#### a. Coverage of educational experience (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. Role in thesis supervision** (e.g. supervising, advising, assisting)
- your experience in tutoring and advising students, supervising theses (BSc, MSc, PhD), projects, productions, and laboratory assignments etc.
  - 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 teaching and learning materials (text, multimedia, other) 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. Prefer using appendices.*

- a. Curriculum development**
- your participation in curriculum development. If you don't 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. Role as programme director, department head, or responsible 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 don't 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 pedagogics, other studies or ways of acquiring and developing one's own teaching competence. Remember to provide evidence and reflection.*

### a. Record 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 related to teaching and learning
- *Prefer using appendix if the list is long.*

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

- your reflection on how your engagement in pedagogical education or/and 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
- as an appendix, you can provide a list of all the pedagogical courses and other related activities that you have completed

## 5. Student and peer feedback

*Student and peer feedback includes evidence-based description on feedback your courses have received and how you have utilized the feedback. Also any assessments of teaching competence and credentials or rewards can be included. Prefer appendices if the list is long.*

### a. Student feedback; evidence based on courses delivered

- the feedback you have received
- how you have made use of the feedback in developing your teaching over time
- As an appendix, please provide 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. Peer feedback of fellow teachers, superiors

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

### c. Credentials and rewards received

- the recognitions of excellence in teaching you have received.
- Include any other teaching competence or merits that do not seem to fit under on 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, 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, written documents related to teaching.

**The following sample templates are to help you summarise your competence and experience - please feel free to modify them**

**TABLE 1 Teaching experience**

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



**TABLE 2. Supervision experience**

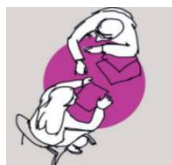
Name of the student	University/organization, country	Title of the thesis	Your role: main supervisor, co-supervisor etc.	Status of the thesis: completed (year), in the progress e.g., 80/50/30% done
<b>Bachelor theses</b>				
<b>Masters theses</b>				
<b>Doctoral theses</b>				

## Teaching demonstration

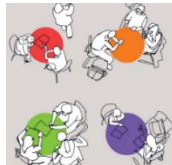
**Typical formats of teaching and learning.** Learning outcomes, course content, student group, time, space and tools are factors in choosing suitable formats for the course and teaching and learning situations.



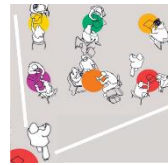
**Independent work**



**Pair work**



**Team work**



**Teacher-led work**



**Other innovative format**

The evaluation in the teaching demonstration will be focusing on these aspects:

- 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. Assessing the learning process in the demonstration
- e. Evidence or appearance of [the game changer spirit](#)

*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 with students attending the session.*

## Interview

School's teaching competence assessment committee interviews you related to your 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 demonstration or at a separately agreed time. In the interview, you as a candidate, are able to provide more detailed information on aspects presented in the teaching portfolio and teaching demonstration.

## Teaching and learning synopsis

<b>Portfolio structure</b>	
<b>1. Approach to teaching and learning</b>	<ul style="list-style-type: none"> <li>a. Your conception of teaching and learning</li> <li>b. A description of how you teach</li> <li>c. Justification for why you teach the way you do</li> </ul>
<b>2. Teaching experience</b>	<ul style="list-style-type: none"> <li>a. Coverage of educational experience</li> <li>b. Role in thesis supervision</li> <li>c. Create, renew or upgrade course material</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. Role as programme director, department head, or responsible for large educational entities</li> <li>c. Leading curriculum development</li> <li>d. Contributing to school/university/national/international level educational development</li> </ul>
<b>4. Development as a teacher</b>	<ul style="list-style-type: none"> <li>a. Record of pedagogical studies</li> <li>b. Key learnings from pedagogical studies and development of teaching skills</li> </ul>
<b>5. Student and peer feedback</b>	<ul style="list-style-type: none"> <li>a. Student feedback</li> <li>b. Peer feedback of fellow teachers, superiors, other</li> <li>c. Credentials and rewards received</li> </ul>
<b>Teaching demonstration</b>	<ul style="list-style-type: none"> <li>a. Expression of level of the teaching situation, intended learning outcomes and learning activities</li> <li>b. Interaction with the students</li> <li>c. Teaching methods applied</li> <li>d. Assessing the learning process in demonstration</li> <li>e. Evidence or appearance of the game changer spirit</li> </ul>
<b>Interview</b>	A dialogue between you and the teaching assessment committee members, students, and department staff