

Assessment rubric for the teaching portfolio

The candidate has documented and analyzed his or her teaching work and his/her approach to teaching in the pedagogical portfolio. The following rubric is used to evaluate the portfolio. The rubric shows the requirements for each grade. The overall grade of the pedagogical skills is not an average of the grades of the different sections, but the different sections can compensate each other and have different weights, depending on what is requested in the advertisement and/or the requirements of the position.

	Satisfactory	Good	Excellent
1. Approach to teaching and learning			
a. Approach to teaching and learning (values, perceptions and experience in learning and teaching).	The approach is poorly described.	The thoughts and opinions described can be said to constitute a cohesive approach.	The candidate's approach is well described and clear, as well as well-founded in pedagogical theories.
b. Teaching is planned and implemented with the approach to teaching and learning as the starting point.	The approach to teaching and learning is weakly linked to the teaching examples. ¹	The approach to teaching and learning is well supported in the teaching examples.	The approach to teaching and learning is clearly visible from the teaching examples.
c. Generic skills are included in teaching (e.g. entrepreneurship, digital competences).	How generic skills are practiced is not clear from the teaching examples.	How generic skills are practiced is evident in some of the teaching examples.	How generic skills are practiced in teaching is excellently demonstrated and the candidate reflects on these.
d. Accessibility, equal treatment and sustainability are considered in teaching.	Accessibility, equal treatment, and sustainability are not considered at all or to a small extent in the teaching examples.	Accessibility, equal treatment, and sustainability are included in the teaching examples.	Accessibility, equal treatment, and sustainability are excellently included in teaching. ²
e. Experience of digitalisation of education and experience of distance teaching.	The teaching examples show that the candidate has little or no experience.	The teaching examples show that the candidate has some experience.	The teaching examples show that the candidate has many years of, and varied experience.

2. Pedagogical studies			
	Satisfactory	Good	Excellent
a. Higher education pedagogical studies or equivalent	0-5 ECTS	5-15 ECTS	15- ECTS
b. Pedagogical training courses.	Has participated in a few pedagogical training courses.	Has participated in several pedagogical training courses.	Regularly participates in pedagogical training and has participated in many courses.
3. Teaching and supervision experience			
	Satisfactory	Good	Excellent
a. List of completed courses	The candidate has a lot of teaching experience.	Has experience of teaching and has been the course coordinator for planning and carrying out several courses.	Has extensive teaching experience and has been responsible for several courses/course modules.
b. List of supervisions	Has limited experience of supervision, e.g. the supervised thesis is not completed.	Has been responsible supervisor for some bachelor's and master's theses that have been completed.	Has been responsible supervisor for several theses that have been completed.
c. Description of challenges in teaching	Describes none/few challenges or how the challenges have been solved.	The challenges in teaching are well described.	The challenges in teaching are used systematically to develop teaching.
4. Student, peer and self-assessment			
	Satisfactory	Good	Excellent
a. Compiled evaluations and feedback from students and others, e.g. colleagues.	Has no examples of evaluations and feedback and few/no examples of how they have been used to improve teaching.	Has collected evaluations and feedback and there are concrete examples of how they have been used to develop teaching.	Has systematically collected evaluations and feedback both from students and from colleagues. The feedback has been used in a purposeful and versatile way to develop teaching.
b. Awards and prizes for teaching and supervision	Has not received awards or prizes.	Has received a few awards or prizes.	Has continuously during his/her career and recently received awards/prizes.

5. Participation in evaluation and pedagogical development work			
	Satisfactory	Good	Excellent
a) Curriculum development	Has not participated or participated only to a small extent in the listed contexts and has little evidence of the merits.	Has participated in some of the listed contexts and has evidence of excellent input in a few of them.	Has participated in several of the listed contexts and has evidence of excellent input in most of them.
b) Pedagogical development projects			
c) Boards of Education and Working Groups	No evidence of support given to colleagues.	Gives colleagues good support in their work.	Has published higher education pedagogical articles based on her/his work.
d) Teaching produced individually or together with colleagues (videos, digital material, compendiums, books, etc.).			
e) Evaluation and assessment of higher education			
f) Other pedagogical qualifications			
g) Support for colleagues			
			Shows clear evidence of how colleagues' teaching is systematically supported.

¹ For example, the described approach to teaching and learning can describe that the candidate believes that students learn best by interacting with other students, while the teaching examples are primarily in the form of one-way communication, i.e. lectures.

² For example, reference is made to the Global Sustainability Goals (SDGs) in teaching. The teaching examples show how the candidate handles students who need individual arrangements, for example due to dyslexia or the like. The same applies to equal treatment if highlighted by the candidate in the description of teaching.

The evaluation rubric has been inspired by University of Helsinki assessment rubric used for the same purpose.