



GUIDELINES FOR THE ASSESSMENT OF TEACHING SKILLS

A university teacher's work includes several tasks of a pedagogical nature, for instance teaching (including planning, execution, examination and evaluation), supervision, pedagogical development work, pedagogical leadership, education administration, the production of teaching materials and popular science presentations. The total pedagogical achievements of the teacher constitute the teacher's pedagogical qualifications.

University teachers at Umeå University should as far as possible document their pedagogical qualifications in a portfolio of pedagogical qualifications in accordance with the Guidelines for the Documentation of Pedagogical Qualifications (Reg. No 500-2242-05). The pedagogical qualifications form the basis of the assessment of a teacher's teaching skills. The assessment of teaching skills is based on the teacher's work, how it has been carried out and with what results. When assessing skills, both quantitative and qualitative aspects are of importance.

In the Swedish Government Official Report SOU 1992:1 (Freedom, responsibility and competence) teaching skills are described as broad, solid and up-to-date knowledge of the teacher's subject, the ability to structure and organize the mass of knowledge in courses and in his/her own teaching, the ability to convey commitment and interest in the subject and to motivate students to learn independently, the ability to communicate with students, to hold a comprehensive view and to renew his/her teaching.

At Umeå University teaching skills are to be assessed in accordance with the criteria stated in SOU 1992:1 and from the following three perspectives: the teacher's work with *students*, the teacher's *personal pedagogical development* and the teacher's contribution to the *pedagogical development of the university's activities*. Qualification portfolios that are structured in a way other than that suggested above are to be assessed using the same criteria.

The teacher's work with *students* refers to work with and reflections made on the teaching situation, in particular in relation to the students' learning. The teacher's basic pedagogical outlook and development work (linked to teaching materials or courses) and other people's evaluation of the teacher's teaching performance, will reveal this.

The teacher's *personal pedagogical development* refers to work with and interest in his/her own pedagogical development. The teacher's reflections on what e.g. teacher training, pedagogical development work, teaching experiences or research on education

has meant for his/her own development, together with relevant documentation, are valuable indicators.

The teacher's participation in the *pedagogical development of the university's activities* refers to participation and interest in the department's and the university's pedagogical development work (e.g. education and education administration). It also refers to pedagogical cooperation and national and international exchanges.