

**ASSESSMENT MATRIX FOR THE DEMONSTRATION OF TEACHING SKILLS (Approved by the Faculty Council on 16 April 2019)**

Assessment <b>Component of the demonstration of teaching skills</b>	Passable	Satisfactory	Good	Very good	Excellent
<p><b>1. Learning outcomes, target group and context - defining the learning outcomes</b></p> <ul style="list-style-type: none"> <li>- Consideration of teaching content, target group and context in defining learning outcomes</li> </ul>	<p>Learning outcomes are not defined clearly</p>	<p>Learning outcomes are defined</p>	<p>Learning outcomes are defined and the definition takes teaching content into account</p>	<p>Learning outcomes are clearly defined and the definition takes the teaching content, target group and context into account</p>	<p>Learning outcomes are extremely clearly defined and the definition takes the teaching content, target group and context into account in detail</p>
<p><b>2. Teaching content</b></p> <ul style="list-style-type: none"> <li>- Correspondence between the topic and content of the demonstration</li> <li>- Scientific orientation and topicality of the content</li> <li>- Criticality and effective argumentation</li> <li>- Connection between theory and practice</li> <li>- Suitability and diversity of scientific knowledge used</li> <li>- Use of own research results</li> <li>- Taking the target group into account</li> </ul>	<ul style="list-style-type: none"> <li>- The topic and content of the demonstration correspond with each other</li> <li>- The content is academic.</li> <li>- The research data is appropriate for the topic</li> </ul>	<ul style="list-style-type: none"> <li>- The topic and content of the demonstration correspond with each other</li> <li>- The content is academic</li> <li>- Content is critically examined</li> <li>- The research data is appropriate for the topic</li> <li>- The demonstration touches upon the applicant's own research</li> </ul>	<ul style="list-style-type: none"> <li>- The topic and content of the demonstration correspond with each other</li> <li>- The content is academic</li> <li>- Content is critically examined and effectively argued</li> <li>- The connection between theory and practice is explained</li> <li>- The research data is appropriate for the topic</li> <li>- The demonstration touches upon the applicant's own research</li> <li>- The target group is taken into consideration when making choices related to content</li> </ul>	<ul style="list-style-type: none"> <li>- The topic and content of the demonstration correspond with each other</li> <li>- The content is scientific and topical</li> <li>- Content is critically examined and argued from a variety of perspectives</li> <li>- The connection between theory and practice is appropriately described</li> <li>- The scientific knowledge is appropriate and diverse for the topic</li> <li>- Where appropriate, the applicant uses his/her own research results during the demonstration</li> </ul>	<ul style="list-style-type: none"> <li>- The topic and content of the demonstration correspond with each other</li> <li>- The content is scientific and very topical</li> <li>- Content is critically examined and argued in an extremely varied manner</li> <li>- The connection between theory and practice is very appropriately described</li> <li>- The scientific knowledge is appropriate for the topic and very diverse</li> <li>- The applicant uses his/her own research results during the demonstration</li> </ul>

in content choices				- The target group is taken into consideration when making choices related to content	- The target group is carefully taken into account when making choices related to content
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<p><b>3. Teaching methods and aids</b></p> <ul style="list-style-type: none"> <li>- Organisation of the teaching situation with consideration given to the learning outcomes, content, target group and context</li> <li>- Motivation of target group</li> <li>- Appropriate use of various teaching methods</li> <li>- Appropriate use of teaching aids and materials</li> <li>- Use of digital teaching technologies</li> </ul>	<ul style="list-style-type: none"> <li>- The teaching situation is organised appropriately</li> <li>- Teaching methods are used appropriately</li> <li>- Teaching aids and materials are used appropriately</li> </ul>	<ul style="list-style-type: none"> <li>- The teaching situation is organised appropriately with regard to learning outcomes</li> <li>- Teaching methods are used in a manner appropriate to the situation</li> <li>Teaching aids and materials are used in a manner appropriate to the situation</li> </ul>	<ul style="list-style-type: none"> <li>- The teaching situation is organised appropriately with regard to the learning outcomes and teaching content</li> <li>- The target group is actively motivated to follow the teaching situation</li> <li>- Teaching methods are used in a manner appropriate to the situation and content</li> <li>- Teaching aids and materials are used in a manner appropriate to the situation and content</li> </ul>	<ul style="list-style-type: none"> <li>- The teaching situation is organised appropriately with regard to the learning outcomes, target group and context</li> <li>- The target group is motivated to follow the teaching situation, to show interest in the topic and to participate</li> <li>- The applicant uses different teaching methods appropriately in terms of the situation, learning outcomes and content.</li> <li>- The applicant uses teaching aids and material appropriately in terms of the situation, learning outcomes and content.</li> <li>- The applicant uses digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>- The teaching situation has been very appropriately organised, with consideration given to the learning outcomes, teaching content, target group and context</li> <li>- The target group is motivated to follow the teaching situation, to show interest in the topic and to participate</li> <li>- The applicant uses versatile teaching methods appropriately in terms of the situation, learning outcomes and content.</li> <li>- The applicant uses teaching aids and learning material appropriately and in a versatile manner in terms of the situation, outcomes and content</li> <li>- The applicant uses digital technologies in a versatile manner</li> </ul>
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<p><b>4. Review and assessment</b></p> <ul style="list-style-type: none"> <li>- Review of the teaching situation and assessment of learning are in line with the learning outcomes set</li> <li>- Taking the target group into account in solutions related to assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Review of the teaching situation is unclear</li> </ul>	<ul style="list-style-type: none"> <li>- Review of the teaching situation is implemented in relation to learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>- Review of the teaching situation is implemented according to the principle of constructive alignment in relation to learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>- Review of the teaching situation is implemented according to the principle of constructive alignment in relation to learning outcomes</li> <li>- The implementation of learning assessment in a real situation is described</li> <li>- The assessment is implemented in an appropriate manner from the perspective of the target group</li> </ul>	<ul style="list-style-type: none"> <li>- Review of the teaching situation is implemented according to the principle of constructive alignment in relation to learning outcomes</li> <li>- Learning assessment is implemented in the direction of the learning outcomes</li> <li>- The implementation of learning assessment in a real situation is described</li> <li>- The assessment is implemented in a very versatile and appropriate manner from the perspective of the target group</li> </ul>
<p><b>5. The demonstration of teaching skills as a whole</b></p> <ul style="list-style-type: none"> <li>- Use of voice, clarity and intelligibility of speech</li> <li>- The coherence of verbal and written communication</li> <li>- Quality of interaction</li> <li>- Time management</li> <li>- Other matters improving communication</li> </ul>	<ul style="list-style-type: none"> <li>- Delivery is clear</li> <li>- Oral and written communication are mutually coherent</li> </ul>	<ul style="list-style-type: none"> <li>- Delivery is clear</li> <li>- Oral and written communication are mutually coherent</li> <li>- Interaction is appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- Delivery is clear</li> <li>- Oral and written communication are mutually coherent</li> <li>- Interaction is appropriate for the demonstration of teaching skills</li> <li>- Time management is good</li> </ul>	<ul style="list-style-type: none"> <li>- Delivery is clear and understandable.</li> <li>- Oral, written and visual communication are mutually coherent.</li> <li>- The interaction is natural and appropriate in terms of the demonstration of teaching skills</li> <li>- Time management is pedagogically sound</li> </ul>	<ul style="list-style-type: none"> <li>- Delivery is clear and understandable.</li> <li>- Oral, written and visual communication are mutually coherent.</li> <li>- The interaction is natural and appropriate in terms of the demonstration of teaching skills</li> <li>- Time management is pedagogically sound</li> <li>- Enthusiasm carries over from teaching</li> </ul>

