

ASSESSMENT MATRIX FOR THE DEMONSTRATION OF TEACHING SKILLS (Approved by the Faculty Council on 16 April 2019)					
Assessment Component of the demonstration of teaching skills	Passable	Satisfactory	Good	Very good	Excellent
1. Learning outcomes, target group and context - defining the learning outcomes - Consideration of teaching content, target group and context in defining learning outcomes	Learning outcomes are not defined clearly	Learning outcomes are defined	Learning outcomes are defined and the definition takes teaching content into account	Learning outcomes are clearly defined and the definition takes the teaching content, target group and context into account	Learning outcomes are extremely clearly defined and the definition takes the teaching content, target group and context into account in detail
2. Teaching content - Correspondence between the topic and content of the demonstration - Scientific orientation and topicality of the content - Criticality and effective argumentation - Connection between theory and practice - Suitability and diversity of scientific knowledge used - Use of own research results - Taking the target group into account	<ul style="list-style-type: none"> - The topic and content of the demonstration correspond with each other - The content is academic. - The research data is appropriate for the topic 	<ul style="list-style-type: none"> - The topic and content of the demonstration correspond with each other - The content is academic - Content is critically examined - The research data is appropriate for the topic - The demonstration touches upon the applicant's own research 	<ul style="list-style-type: none"> - The topic and content of the demonstration correspond with each other - The content is academic - Content is critically examined and effectively argued - The connection between theory and practice is explained - The research data is appropriate for the topic - The demonstration touches upon the applicant's own research - The target group is taken into consideration when making choices related to content 	<ul style="list-style-type: none"> - The topic and content of the demonstration correspond with each other - The content is scientific and topical - Content is critically examined and argued from a variety of perspectives - The connection between theory and practice is appropriately described - The scientific knowledge is appropriate and diverse for the topic - Where appropriate, the applicant uses his/her own research results during the demonstration 	<ul style="list-style-type: none"> - The topic and content of the demonstration correspond with each other - The content is scientific and very topical - Content is critically examined and argued in an extremely varied manner - The connection between theory and practice is very appropriately described - The scientific knowledge is appropriate for the topic and very diverse - The applicant uses his/her own research results during the demonstration

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

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

