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

| Assessment<br>**Component of the demonstration of teaching skills** | Passable | Satisfactory | Good | Very good | Excellent |
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| **1. Learning outcomes, target group and context - defining the learning outcomes**<br>- 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**<br>- Correspondence between the topic and content of the demonstration<br><br>- Scientific orientation and topicality of the content<br><br>- Criticality and effective argumentation<br><br>- Connection between theory and practice<br><br>- Suitability and diversity of scientific knowledge used<br><br>- Use of own research results<br><br>- Taking the target group into account | - The topic and content of the demonstration correspond with each other<br><br>- The content is academic.<br><br>- The research data is appropriate for the topic | - The topic and content of the demonstration correspond with each other<br>- The content is academic<br><br>- Content is critically examined<br><br>- The research data is appropriate for the topic<br><br>- The demonstration touches upon the applicant's own research | - The topic and content of the demonstration correspond with each other<br><br>- The content is academic<br><br>- Content is critically examined and effectively argued<br><br>- The connection between theory and practice is explained<br><br>- The research data is appropriate for the topic<br><br>- The demonstration touches upon the applicant's own research<br><br>- The target group is taken into consideration when making choices related to content | - The topic and content of the demonstration correspond with each other<br><br>- The content is scientific and topical<br><br>- Content is critically examined and argued from a variety of perspectives<br><br>- The connection between theory and practice is appropriately described<br><br>- The scientific knowledge is appropriate and diverse for the topic<br><br>- Where appropriate, the applicant uses his/her own research results during the demonstration | - The topic and content of the demonstration correspond with each other<br><br>- The content is scientific and very topical<br><br>- Content is critically examined and argued in an extremely varied manner<br><br>- The connection between theory and practice is very appropriately described<br><br>- The scientific knowledge is appropriate for the topic and very diverse<br><br>- 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 |
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| 3. Teaching methods and aids | | | | | |
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| - Organisation of the teaching situation with consideration given to the learning outcomes, content, target group and context<br><br>- Motivation of target group<br><br>- Appropriate use of various teaching methods<br><br>- Appropriate use of teaching aids and materials<br><br>- Use of digital teaching technologies | - The teaching situation is organised appropriately<br><br>- Teaching methods are used appropriately<br><br>- Teaching aids and materials are used appropriately | - The teaching situation is organised appropriately with regard to learning outcomes<br><br>- Teaching methods are used in a manner appropriate to the situation<br><br> Teaching aids and materials are used in a manner appropriate to the situation | - The teaching situation is organised appropriately with regard to the learning outcomes and teaching content<br><br>- The target group is actively motivated to follow the teaching situation<br><br>- Teaching methods are used in a manner appropriate to the situation and content<br><br>- Teaching aids and materials are used in a manner appropriate to the situation and content | - The teaching situation is organised appropriately with regard to the learning outcomes, target group and context<br><br>- The target group is motivated to follow the teaching situation, to show interest in the topic and to participate<br><br>- The applicant uses different teaching methods appropriately in terms of the situation, learning outcomes and content.<br><br>- The applicant uses teaching aids and material appropriately in terms of the situation, learning outcomes and content.<br><br>- The applicant uses digital technologies | - The teaching situation has been very appropriately organised, with consideration given to the learning outcomes, teaching content, target group and context<br><br>- The target group is motivated to follow the teaching situation, to show interest in the topic and to participate<br><br>- The applicant uses versatile teaching methods appropriately in terms of the situation, learning outcomes and content.<br><br>- The applicant uses teaching aids and learning material appropriately and in a versatile manner in terms of the situation, outcomes and content<br><br>- The applicant uses digital technologies in a versatile manner |

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| **4. Review and assessment**<br><br>- Review of the teaching situation and assessment of learning are in line with the learning outcomes set<br><br><br><br>- Taking the target group into account in solutions related to assessment | - Review of the teaching situation is unclear | - Review of the teaching situation is implemented in relation to learning outcomes | - Review of the teaching situation is implemented according to the principle of constructive alignment in relation to learning outcomes | - Review of the teaching situation is implemented according to the principle of constructive alignment in relation to learning outcomes<br><br><br><br>- The implementation of learning assessment in a real situation is described<br><br>- The assessment is implemented in an appropriate manner from the perspective of the target group | - Review of the teaching situation is implemented according to the principle of constructive alignment in relation to learning outcomes<br>- Learning assessment is implemented in the direction of the learning outcomes<br><br>- The implementation of learning assessment in a real situation is described<br><br>- The assessment is implemented in a very versatile and appropriate manner from the perspective of the target group |
| **5. The demonstration of teaching skills as a whole**<br><br>- Use of voice, clarity and intelligibility of speech<br>-<br>The coherence of verbal and written communication<br><br>- Quality of interaction<br><br>- Time management<br><br>- Other matters improving communication | - Delivery is clear<br><br>- Oral and written communication are mutually coherent | - Delivery is clear<br><br>- Oral and written communication are mutually coherent<br><br>- Interaction is appropriate | - Delivery is clear<br><br>- Oral and written communication are mutually coherent<br><br>- Interaction is appropriate for the demonstration of teaching skills<br><br>- Time management is good | - Delivery is clear and understandable.<br><br>- Oral, written and visual communication are mutually coherent.<br><br>- The interaction is natural and appropriate in terms of the demonstration of teaching skills<br><br>- Time management is pedagogically sound | - Delivery is clear and understandable.<br><br>- Oral, written and visual communication are mutually coherent.<br><br>- The interaction is natural and appropriate in terms of the demonstration of teaching skills<br><br>- Time management is pedagogically sound<br><br>- Enthusiasm carries over from teaching |