<table>
<thead>
<tr>
<th>Assessment Component of the demonstration of teaching skills</th>
<th>Passable</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Very good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Learning outcomes, target group and context - defining the learning outcomes</strong></td>
<td>Learning outcomes are not defined clearly</td>
<td>Learning outcomes are defined</td>
<td>Learning outcomes are defined and the definition takes teaching content into account</td>
<td>Learning outcomes are extremely clearly defined and the definition takes the teaching content, target group and context into account in detail</td>
<td></td>
</tr>
<tr>
<td>- Consideration of teaching content, target group and context in defining learning outcomes</td>
<td>- The topic and content of the demonstration correspond with each other</td>
<td>- The topic and content of the demonstration correspond with each other</td>
<td>- The topic and content of the demonstration correspond with each other</td>
<td>- The topic and content of the demonstration correspond with each other</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The content is academic.</td>
<td>- The content is academic</td>
<td>- The content is academic</td>
<td>- The content is academic</td>
<td>- The content is scientific and topical</td>
</tr>
<tr>
<td></td>
<td>- The research data is appropriate for the topic</td>
<td>- Content is critically examined</td>
<td>- Content is critically examined and effectively argued</td>
<td>- Content is critically examined and argued from a variety of perspectives</td>
<td>- Content is critically examined and argued in an extremely varied manner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The research data is appropriate for the topic</td>
<td>- The connection between theory and practice is explained</td>
<td>- The connection between theory and practice is appropriately described</td>
<td>- The connection between theory and practice is very appropriately described</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The demonstration touches upon the applicant’s own research</td>
<td>- The research data is appropriate for the topic</td>
<td>- The scientific knowledge is appropriate and diverse for the topic</td>
<td>- The scientific knowledge is appropriate for the topic and very diverse</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The demonstration touches upon the applicant’s own research</td>
<td>- Where appropriate, the applicant uses his/her own research results during the demonstration</td>
<td>- The applicant uses his/her own research results during the demonstration</td>
</tr>
<tr>
<td>in content choices</td>
<td></td>
<td></td>
<td>- The target group is taken into consideration when making choices related to content</td>
<td>- The target group is carefully taken into account when making choices related to content</td>
<td></td>
</tr>
</tbody>
</table>
### 3. Teaching methods and aids

- 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

<p>| | | | | |</p>
<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- The teaching situation is organised appropriately</td>
<td>- The teaching situation is organised appropriately with regard to learning outcomes</td>
<td>- The teaching situation is organised appropriately with regard to the learning outcomes and teaching content</td>
<td>- The teaching situation has been very appropriately organised, with consideration given to the learning outcomes, teaching content, target group and context</td>
</tr>
<tr>
<td></td>
<td>- Teaching methods are used appropriately</td>
<td>- Teaching methods are used in a manner appropriate to the situation</td>
<td>- The target group is actively motivated to follow the teaching situation</td>
<td>- The target group is motivated to follow the teaching situation, to show interest in the topic and to participate</td>
</tr>
<tr>
<td></td>
<td>- Teaching aids and materials are used appropriately</td>
<td>- Teaching aids and materials are used in a manner appropriate to the situation</td>
<td>- Teaching methods are used in a manner appropriate to the situation and content</td>
<td>- The applicant uses versatile teaching methods appropriately in terms of the situation, learning outcomes and content.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Teaching aids and materials are used in a manner appropriate to the situation</td>
<td>- The applicant uses teaching aids and material appropriately in terms of the situation, learning outcomes and content.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The applicant uses digital technologies</td>
</tr>
</tbody>
</table>

- The applicant uses digital technologies in a versatile manner
### 4. Review and assessment

- **Review of the teaching situation and assessment of learning are in line with the learning outcomes set**
  - 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
  - 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

- **Taking the target group into account in solutions related to assessment**

### 5. The demonstration of teaching skills as a whole

- **Use of voice, clarity and intelligibility of speech**
  - Delivery is clear
  - Oral and written communication are mutually coherent
  - Interaction is appropriate

- **The coherence of verbal and written communication**
  - Delivery is clear
  - Oral and written communication are mutually coherent
  - Interaction is appropriate

- **Quality of interaction**
  - Delivery is clear
  - Oral and written communication are mutually coherent
  - Interaction is appropriate for the demonstration of teaching skills
  - Time management is good

- **Time management**
  - 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

- **Other matters improving communication**
  - 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