

ASSESSMENT CRITERIA FOR THE DEMONSTRATION OF TEACHING SKILLS, Faculty of Pharmacy

Component of the demonstration of teaching skills	Excellent	Good	Satisfactory	Poor
Objectives				
The definition and posing of objectives	<ul style="list-style-type: none"> * The objectives are clearly defined and justified for the target group and context. * The way the objectives are posed supports the teaching, structures the content and directs learning. * The use of the objectives is in line with the content and core issues. 	<ul style="list-style-type: none"> * The objectives are defined and justified with consideration for the target group and context. The applicant has the ability to take advantage of the objectives and apply them in teaching. 	<ul style="list-style-type: none"> * The objectives are partially defined, but the target group and context are taken into account in an incomplete and inconsistent manner. 	<ul style="list-style-type: none"> * The applicant does not define the objectives or target group.
Content and structure of teaching				
Structure and content	<ul style="list-style-type: none"> * The teaching is structured according to the topic and objectives in an appropriate, logical and interesting manner. * The quality and quantity of the content are appropriate for the situation, and core issues are highlighted. 	<ul style="list-style-type: none"> * The teaching is clearly structured and the topic, objectives and content correspond to each other. * The content is appropriate for the target group and the requirements. 	<ul style="list-style-type: none"> * The teaching is structured in a superficial manner and is uneven in quality. However, the teaching proceeds in a coherent way and the content is related to the topic. 	<ul style="list-style-type: none"> * The structure is unclear and the material is insufficient, excessive or inappropriate.
Teaching implementation and methods				
Planning and implementation of the demonstration of teaching skills	<ul style="list-style-type: none"> * The planning and implementation of the teaching are of a professionally high level and promote high-quality learning. 	<ul style="list-style-type: none"> * The teaching is well organised and well executed. 	<ul style="list-style-type: none"> * The planning and implementation of the teaching are incomplete. 	<ul style="list-style-type: none"> * The teaching has not been planned or carried out in an appropriate manner.
Use of teaching methods and material	<ul style="list-style-type: none"> * The applicant employs teaching methods and material in a deliberate and appropriate manner which promotes learning. 	<ul style="list-style-type: none"> * The applicant employs teaching methods and material in a controlled and careful manner. 	<ul style="list-style-type: none"> * The applicant employs teaching methods and material in a limited, mechanical and overly emphasised manner. 	<ul style="list-style-type: none"> * The applicant cannot utilise teaching methods and the material is poor.
Combining theory, research and practice	<ul style="list-style-type: none"> * The teaching includes a clear connection between theory and practice; the applicant discusses and explains the theory in an understandable and tangible manner. * The research-based teaching is appropriate, justified and promotes in-depth learning. 	<ul style="list-style-type: none"> * The applicant is able to combine theory and practice. * The research-based teaching is up to date, versatile, and supports learning. 	<ul style="list-style-type: none"> * The applicant attempts to make intermittent connections between theory and practice. * The applicant employs some research related to the topic. 	<ul style="list-style-type: none"> * The combination of theory, research and practice is lacking and the teaching indicates no basis in research.
Motivation, engagement and interaction with students	<ul style="list-style-type: none"> * The applicant motivates, engages and interacts with the students in a natural and inspiring manner which promotes learning and encourages critical discussion. 	<ul style="list-style-type: none"> * The applicant motivates, engages and interacts with the students through discussion, questions and assignments. 	<ul style="list-style-type: none"> * The applicant attempts to motivate, engage and interact with the students. 	<ul style="list-style-type: none"> * The applicant does not motivate, engage or interact with the students.
Overall assessment of the teaching				
Delivery, expertise, command of the situation and overall impression	<ul style="list-style-type: none"> * The applicant's delivery is natural and convincing, and the teaching conveys a genuine interest in the students' learning process. * The applicant's expertise and skill are clearly apparent, and the applicant provides justification for, criticism of and new perspectives on the issues discussed. * The teaching is motivating, encourages critical thinking and promotes understanding of the issues. * The teaching event also includes evaluation and reflection of the teaching. * The objectives are integrated into the teaching event and constitute an active part of the teaching. 	<ul style="list-style-type: none"> * The applicant's delivery is natural and convincing. * The teaching situation as a whole is well conducted and takes the students into account. * The applicant defends his or her arguments logically and accurately. * The content is examined critically. * The applicant attempts to evaluate the teaching event. * The objectives have been considered and utilised in the teaching. 	<ul style="list-style-type: none"> * The applicant's delivery and voice control are adequate for the situation. * The teaching features little interaction. * The applicant provides some or intermittent justification for the presented issues. * The applicant attempts to discuss the content critically. * The objectives have been partially considered in the teaching. 	<ul style="list-style-type: none"> * The applicant's speech is inaudible, unclear or too quick, and the delivery is restless. * The applicant displays no interest in the students or their learning. * The teaching is essentially a monologue. * No justification or critical discussion of the issues is provided.