

## Assessment Rubric for the Teaching Demonstration

The teaching demonstration is part of the evaluation of the candidate's pedagogical skills. The evaluation of the teaching test and the evaluation of the pedagogical portfolio can also be given different weights and compensate each other.

	Satisfactory	Good	Excellent
<b>1. Learning outcomes, target group and context</b>			
Introduction of the objective of the teaching session	The objective of the teaching is unclear.	The objective of the teaching is clear and achieved to a large extent.	The objective is very clear and is fulfilled in all parts.
Content, target group and the context of learning outcomes.	The content is not in line with the group's level of knowledge, it is too difficult or too easy for the target group. A connection to the learning outcomes is missing	The content is at the right level for the target audience. The connection to the learning outcomes is weak.	The content is at a suitable level and challenges students in a good manner to learn more. There is a clear connection to the learning outcomes.
<b>2. How is the content of the teaching related to research</b>			
	Satisfactory	Good	Excellent
The research connection and how topical the content is	The connection to research is weak.	The content is based on central research regarding the subject.	The content and research area is very topical and presented in a diverse manner.
The link between theory and practice	There is no or little connection between theory and practice	The link between theory and practice is shown.	The link between theory and practice emerges in an excellent way.
<b>3. Teaching methods, tools, and materials</b>			
	Satisfactory	Good	Excellent
Organisation of teaching	There are major shortcomings in the organisation of teaching, lacks a common thread.	The organisation of the teaching supports students' learning.	Teaching is very well-organised so that it supports learning in an excellent way.
Visualisation and use of digital tools.	Learning is only partially supported by the visualisation of the subject and few digital tools are used or used in an unsuitable way.	Visualisation and usage of tools support learning in a good manner..	Visualization and tools support learning in an excellent way.

<b>4. Summary and evaluation</b>			
	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
Summary and evaluation of teaching with regards to the purpose of the teaching session	The main content of the teaching is not summarised.	The summary of the lesson is made in accordance with the purpose.	The summary of teaching is done in an excellent way in accordance with the purpose.
Evaluation of the objective of the teaching	There is no evaluation if the target group of, what was the purpose of the teaching.	The purpose of the teaching session is evaluated during the session.	The purpose of the teaching session is evaluated in an excellent way.
<b>5. The teacher's actions</b>			
	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
The clarity of speech and how easy it is to understand the performance.	The speech is unclear, and the performance is flawed.	The speech is clear, and the performance is good.	The speech is clear, and the performance is professional.
Time management	The material is not adapted to the time frame (too much or too little material).	The material is partly adapted to the time frame.	The material is very well adapted to the time frame.
Contact with the learners and informal communication that increases the clarity of teaching	The-spoken and written communication only partly follows a common thread, and the applicant has little contact with the participants.	The applicant has natural and good contact with the participants. The contact and interaction are good.	The applicant creates an inspiring environment. The teaching conveys enthusiasm and creates a confidential contact with the participants as well as very good interaction.

The assessment rubric has been inspired by the University of Helsinki's evaluation rubric for the same purpose