

General guidelines on pedagogical tests and evaluation (informal translation)

The pedagogical test could be related to a teaching situation suitable for the open/vacant teaching position. The test could consist of a lecture, to lead a seminar or another kind of teaching situation. It could also be a combination of different teaching formats or situations.

The faculty decides on the theme of the pedagogical test and the intended target group of the pedagogical test separately for each open position.

The pedagogical tests are public and open for everyone, but applicants applying for the same position may not be present at each other's' tests.

As an exception, a pedagogical test given by an applicant within the last five years may replace the requested pedagogical test for the position.

When evaluating the test, the emphasis is on the applicants' ability to:

- Structure the material and the teaching situation so that the participants understand the context of the lecture
- Motivate their thoughts and use the newest research on the field
- Act, inspire, motivate and teach in an interactive matter, and
- Use teaching material and technical equipment

The pedagogical test and the evaluation of teaching skills is made on a scale of "poor", "satisfactory", "good" and "excellent" teaching skills.

The general timeframe of the pedagogical test is 30 minutes; however, the given time can vary and is determined separately for each test.

Evaluation of pedagogical test

	poor	satisfactory	good	excellent
<p>Ability to structure the material and the teaching situation</p> <ul style="list-style-type: none"> - correlation between theme and substance - to comprehend the context of the teaching situation - the relevance of the presented substance - structure of the substance according to the situation - the order of presenting information - understandability - validity of argumentation - scientific substance - critical standpoint - the relation between theory and practice - ability to convince 				
<p>Ability to motivate thoughts and use of research</p> <ul style="list-style-type: none"> - exactness - consistency - the credibility of the statements - the relevance of the presented research for the lecture and its theme - versatility - actuality 				
<p>Ability to perform, inspire, motivate and teach interactively</p> <ul style="list-style-type: none"> - Ability to activate students - consideration of the target group and the level of participants (i.e. students) - enthusiasm - use of learning methods - ability to get students to work with their own learning - use of questions and assignments - illustrating and giving examples - the suitability of communication in relation to the teaching situation - use of language - verbal clarity - use of voice - convincing performance 				
<p>Ability to use material and technical equipment</p> <ul style="list-style-type: none"> - how graphic the lecture is - clarity - text, pictures and other visual aids, composition - flexibility, quality and purpose focused - use of AV- and IT-equipment 				