TEACHING OBSERVATIONS - POINTS TO CONSIDER

PLANNING AND PREPARATION

Did the lecturer/tutor:

1. Identify key learning objectives in terms of both knowledge and skills?
2. Place the session in context within the broader framework, e.g. of the module, or the degree programme?
3. Plan for student participation, structuring the session accordingly?

Additional question for small group work:

4. Plan themes for discussion and tasks to be undertaken?

Additional questions for labs/practicals:

5. Set/design work at the appropriate level?
6. Cross-reference to the theory delivered in the lecture programme?
7. Identify the role of teaching assistants and brief them accordingly?

START OF THE SESSION

Did the lecturer/tutor:

1. Secure the attention of the students?
2. Introduce the session in an interesting way?
3. Make the aims of the session clear to the students?
4. Make the intended learning outcomes of the session clear to the students?
5. Link the subject to previous learning?

Additional questions for small group work:

6. Introduce tasks appropriately, issuing a clear brief to students?
7. Define/clarify the topic for discussion?

Additional question for labs/practicals:

8. Make the role of the teaching assistants/demonstrators clear to the students?
9. Introduce and explain tasks clearly?
10. Demonstrate relevant techniques?

EXPLANATION OF THE SUBJECT

Did the lecturer/tutor:

1. Adopt a logical and structured approach?
2. Move clearly from stage to stage?
3. Emphasise important/key points?
4. Use relevant examples to make the explanations clear?
5. Provide alternative explanations of difficult points?
6. Take advantage of unexpected learning opportunities that arose?
7. Make good use of visual material (such material being legible and clear) to support teaching?
8. Use learning resources, e.g. handouts, other study material, to support teaching?
9. Make reference to additional reading material?

Additional point for small group work:

10. Explain in-session tasks clearly?

PRESENTATION OF THE SESSION

Did the lecturer/tutor:

1. Show enthusiasm for the topic?
2. Engage positively with the students and show respect for individual learners?
3. Control the pace of delivery?
4. Control the timing?
5. Speak clearly, relevantly and when appropriate concisely?
6. Make eye contact with the students?
7. Maintain student interest?
8. Vary activity to promote student learning?
9. Maintain an appropriate level of class control and discipline?

STUDENT PARTICIPATION

Did the lecturer/tutor:

1. Achieve the level of student participation planned for?
2. Ask questions to clarify understanding?
3. Use questions to involve students?
4. Handle students’ questions and responses appropriately?
5. Keep students involved?
6. Monitor student progress during the session?

Additional questions for small group work:

7. Invite and reinforce participation by non-contributing students?
8. Handle dominant students appropriately?
9. Draw together contributions of various group members?

Additional questions for labs/practicals:

10. Encourage all students to participate fully?
11. Encourage students to share ideas?

FINISHING THE SESSION

Did the lecturer/tutor:

1. Reiterate and summarise key points, summarising discussion if appropriate?
2. Give clear guidance on follow up work?
3. Identify links with the following session?
4. Ensure the session ended positively and clearly?