**Observation of Teaching and Learning**

Please complete this side before the session commences.

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| **Name**:  | **Date**:  |
| **Observer**:  | **Venue**:  |
| **Group**:  | **Start Time**:  |
| **Number of Participants**:  | **Length of Observation**:  |
| **Type of Session**:  | **Time of Feedback**:  |

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| **Aim/Overall Description of Session** |
| **Learning Objectives** |
| Any particular factors/problems taken into account when planning the session? |
| Any aspects of the session which are new to you? |
| How have you incorporated suggestions made previously (if applicable) from any recent development? |
| Are there any particular aspects you would like feedback on? |

**Observer’s Comments**

The breakdown of each category (in italics) is a guide to the observer as to the aspects for comment and discussion. They are not intended to be comprehensive or that each has to be covered every time.

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| Teaching Characteristics – Comments |
| 1. **Planning and start of session** *(Appropriateness of learning objectives. Communication of these to participants. Orientation, e.g., learning objectives, activities, “route map”. Continuity with other sessions and participants’ prior knowledge.)*
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| 1. **Presentation** *(Structure. Relevance and organisation of content. Attitude to subject matter. Clarity of presentation. Emphasis of key points. Pace of session. Summary, (end or interim), Participant follow up work etc.)*
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| 1. **Participation** *(Question and answer technique. Exercises/activities. Group management. Instructions to participants. General atmosphere. Level of participation and interaction amongst participants. Attention and interest. Attitudes towards participants. Awareness of individual needs. Evaluative procedures. Leader-participant rapport.)*
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**Observer’s Comments (continued)**

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| Teaching Characteristics – Comments |
| 1. **Methods and approaches** *(Choice/variety of teaching/learning methods. Use of OHP and/or other technologies, board, handouts, real examples and other linked materials etc. use of appropriate reinforcement. Examples and analogies. Emphasis of key points. References and links to research.)*
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| 1. **General** *(Were the learning objectives achieved? Appropriateness of teaching/learning methods. Was effective communication achieved? Awareness of needs of learners and differences in approach? Any accommodation problems?)*
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| 1. **Future area of focus**
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| 1. **Strengths**
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**Presenter’s Notes about the Observation**

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| **Name:**Please complete and return this page to your observer after your post-session discussion. |

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| What have you found helpful about the observation process? |
| In the light of comments are you likely to adapt any approaches? What further reading or formal or informal staff development would help? |
| Any other comments about the session and observation? |

after:

Fullerton, H. (1999). Observation of teaching. In H. Fry, S. Ketteridge, & S. Marshall (Eds.), *A handbook for teaching and learning in higher education: Enhancing academic practice*. (pp. 220-234), London: Kogan Page.