Teaching Review Program

Observation Report

SECTION A

This section is to be completed by the reviewee and sent to both reviewers prior to the pre-observation meeting.

Reviewee Details

Name	
Faculty	
School/Discipline	
Head of School/Discipline*	

*your completed observation reports will be sent to your Head of School/Discipline

Course Details

Course title and code	
Current enrolments	
Role in course (e.g. sole co-ordinator, team co-ordinator, tutor)	
Level of involvement in course design (Full, partial or none)	
Other comments	

SECTION B

This section is to be completed by the reviewer prior to the observation session. Session details should be discussed with the reviewee during the pre-observation meeting.

Reviewer Details	
Name	
Faculty	
School/Discipline	

Session details	
Date/time of observation session	
Length of session (indicate if only a partial session is to observed)	
Type of session (e.g. lecture, tutorial, workshop, lab session, synchronous online session)	
Session enrolments	
Dimensions of teaching to be observed (minimum of six)	

SECTION C

This section is to be completed by the reviewer after the observation session.

Any comments from optional post-observation meeting	
Date	

OBSERVATION REPORT

1. Students are actively engaged in learning

No apparent examples	Some examples	Many examples
Effectiveness not clear	Effective	Very effective

2. Students' prior knowledge and experience is built upon

No apparent examples	Some examples	Many examples
Effectiveness not clear	Effective	Very effective

3. Teaching caters for student diversity

No apparent examples	Some examples	Many examples
Effectiveness not clear	Effective	Very effective

4. Students are encouraged to develop/expand their conceptual understanding

No apparent examples	Some examples	Many examples
Effectiveness not clear	Effective	Very effective

5. Students are made aware of key learning outcomes

No apparent examples	Some examples	Many examples
Effectiveness not clear	Effective	Very effective

6. Actively uses links between disciplinary and/or inter-disciplinary theory and practice

No apparent examples	Some examples	Many examples
Effectiveness not clear	Effective	Very effective

7. Uses learning environments, education resources and techniques appropriately

No apparent examples	Some examples	Many examples
Effectiveness not clear	Effective	Very effective

8. Presents material in an appropriately structured manner

No apparent examples	Some examples	Many examples
Effectiveness not clear	Effective	Very effective

9. Seeks feedback on students' understanding and acts on this accordingly

No apparent examples	Some examples	Many examples
Effectiveness not clear	Effective	Very effective

10. Provides timely feedback on student work and/or progress

No apparent examples	Some examples	Many examples
Effectiveness not clear	Effective	Very effective

11. Other areas relevant to institutional priorities

Advisory Notes on Dimensions of Teaching to be Observed
(not to be submitted with Report)

The range of teaching strategies listed below serves as a guide. While the dimensions are fixed, you may add your own points to expand on any of the dimensions to document your observation of the class.

Dimension 1: Students are actively engaged in learning

Indicative teaching strategies for demonstrating this dimension may include:

> fostering a supportive, non-threatening teaching/learning environment
> encouraging students to express views, ask and answer questions, and allow time and opportunity for this to occur
> using questioning skills which encourage student engagement
> providing immediate and constructive feedback where appropriate
> demonstrating enthusiasm for teaching and learning
> (for smaller groups) fostering extensive interaction and/or collaboration
> (for very large groups) presenting in such a manner as to achieve maximum engagement

Dimension 2: Students prior knowledge and experience is built upon

Indicative teaching strategies for demonstrating this dimension may include:

> being fully aware of and/or determining students' prior knowledge and understanding
> building on students' current knowledge and understanding, and taking them conceptually beyond this level
> where appropriate, using and building upon student contributions and preparation

Dimension 3: Teaching caters for student diversity

> **Indicative teaching strategies for demonstrating this dimension may include:**
> demonstrating an appreciation of the different levels of knowledge and understanding in a group
> addressing, as appropriate, different learning needs and styles within the group
> focussing on building confidence, enthusiasm and intrinsic motivation
> fostering students' responsibility for their own learning, encouraging them towards being self-directed learners, (as distinct from teacher-directed learners)
> using appropriate strategies for different needs, balancing discursive interactive strategies with those that are more didactic (where simple transmission of knowledge is needed)
> recognising, at times, the need for teacher-directed strategies such as explaining, and being able to implement these effectively
> exercising balance between challenging and supporting students
> designing activities/tasks that allow students of differing abilities to participate/engage and demonstrate/enhance their learning
> providing examples or opportunities for discussion that cater for cultural diversity

Dimension 4: Students are encouraged to develop/expand their conceptual understanding

Indicative teaching strategies for demonstrating this dimension may include:

> helping students bridge the gap between their current conceptual understanding and the next "level"
> helping students become aware of what the next levels are
> encouraging students to become self-directed learners by using a "lecture"/presentation as the stimulus for individual study/learning

> challenging students intellectually eg by extending them with question/answer/discussion components where students' conclusions must be justified to the teacher and peers. This usually involves questions such as "What do you think is going on"; "Why"; "What if…?" etc
> encouraging students to summarise or "construct " their individual conceptual understanding (ultimately the learner must be responsible for his/her own learning)
> encouraging deep (intrinsic) rather than surface (extrinsic) approaches to learning
> working cooperatively with students to help them enhance understanding
> clearly demonstrating a thorough command of the subject matter

Dimension 5: Students are made aware of key learning outcomes

Indicative teaching strategies for demonstrating this dimension may include:

> ensuring students are progressively aware of key learning outcomes
> focussing on learning outcomes at key points in the presentation
> ensuring a synthesis of key learning outcomes is emphasised towards the conclusion of the session so that individual student follow-up work is well focussed
> encouraging each student to accept responsibility for learning issues to follow-up and consolidate
> ensuring students are aware of the link between key learning outcomes and assessment (formative and summative), as appropriate

Dimension 6: Actively uses links between disciplinary and/or inter disciplinary theory and practice

Indicative teaching strategies for demonstrating this dimension may include:

> emphasising, where appropriate, links between theory and practice
> providing opportunities for students to make their own connections between theory and practice
> using research links appropriately, given the level of student conceptual development
> raising students' awareness of what constitutes research and how it applies to practice

Dimension 7: Uses learning environments, education resources and techniques effectively

Indicative teaching strategies for demonstrating this dimension may include:

> using IT techniques effectively, eg PowerPoint, multimedia presentations or digital content of a professional standard
> using, as appropriate, a balance of learning technologies and other strategies
> using available classroom and online resources to support student learning effectively
> supplying resources, materials and literature to support student learning
> using specific educational strategies and techniques in the design and delivery of teaching sessions, to achieve key objectives
> encouraging self-directed, effective use of technologies and resources

Dimension 8: Presents material in an appropriately structured manner

Indicative teaching strategies for demonstrating this dimension may include:

> providing an early brief structural overview of the session
> developing this structure in a coherent manner, ensuring students are constantly aware of the development of the session
> providing time for reviewing at key stages, including closure
> establishing closure, aiming at helping students draw together and understand major issues and identify individual learning needs and short-comings

Dimension 9: Seeks feedback on students understanding and acts on this accordingly

Indicative teaching strategies for demonstrating this dimension may include:

> seeking feedback progressively during the session eg through constant observation of interest level and engagement and by using specific questions to test understanding
> modifying a presentation to accommodate feedback messages
> seeking feedback towards the conclusion of the session to assist students to determine individual work to be consolidated

Dimension 10: Provides timely feedback on student work and/or progress

Indicative teaching strategies for demonstrating this dimension may include:

> recognising the time it takes to learn and complete tasks
> helping clarify good performance (goals, criteria, expected standards)
> facilitating the development of self-assessment (reflection) in learning
> delivering high quality information to students about their learning
> encouraging teacher and peer dialogue around learning
> encouraging positive motivational beliefs and self-esteem
> providing opportunities to close the gap between current and desired performance
> carefully communicating concepts
> asking open questions and providing clear feedback
> giving feedback that acknowledges effort and personal standards and encouraging students to be intrinsically motivated