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| ***Observation\* of teaching*** | |
| *Indicate tasks and time intervals (e.g. teacher presents, group work, pair discussion, plenary discussion)* | |
| Time: | Teaching format: |
| **Structure and planning** | |
| 1. Describe how the teaching session is structured. Is it well-structured with clear instructions *(e.g. Introduction, main body, conclusion)* |  |
| 1. Is there an appropriate assessment activity to check learning occurred? Describe how. |  |
| 1. What are the opportunities for students to collaborate? |  |
| 1. Describe the opportunities for student - teacher interaction? |  |
| **Delivery and interaction** | |
| 1. Is there successful student engagement and participation? |  |
| 1. Were question and answer techniques used effectively? e,g. involvement of several students, use of open questions, etc. |  |
| 1. Was nonverbal communication, e.g., facial expressions, postures, gestures, movement, eye contact, used effectively? e. g. to stimulate a pleasant atmosphere |  |
| 1. If used, were supporting technologies, materials, or resources effective? Describe how. |  |
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| What works well, what are the teacher’s strengths? | |
| What could be areas for future attention? | |

\*Observation can be practiced either as a "wall-to-wall observation" of a teaching session, where a broad registration is made based on generic didactic criteria, as the schedule allows. This allows the sparring partner (/assistant professor supervisor) to notice things that the instructor may not have focused on themselves.

The observation is followed by a conversation where the observed details are recounted without judgment, for the instructor to reflect upon. Finally, a dialogue is opened for experiential exchanges, providing advice and suggestions for future sparring

Observation can also be practiced in a more systematic manner, where the teacher identifies a specific focus for observation in advance. The observation form should then be tailored to the desired focus. The chosen focus could, for example, be observing the use of a new activity or approach to teaching.

The observation session concludes with a conversation centred around the topic identified by the teacher.

Example:

1. *The focus person selects and describes the topic for the observation and feedback.*
2. *The colleague observes the teaching with regard to the chosen focus.*
3. *The two meet immediately after and the observer recollects what was observed (without judgment and advice), asking open, concrete questions.*
4. *The focus person then reflects on practice and the two have a dialogue regarding development opportunities.*