

REFLECTIVE
OBSERVATIONS –
THROWING AWAY
THE CHECK-LIST.
(WELL, ALMOST!)

U B
THEORY and PRACTICE

M.LOUGHLIN, UNIVERSITY OF BIRMINGHAM BFA/EISU/BME PRESESSIONAL PROGRAMME

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HOW TEACHERS SEE OBSERVATIONS?



WHAT WE WANTED TO MOVE ON FROM

Classroom Observation Form Open Ended - (Form A)

Faculty_____ Date of Observation_____

Observer_____

1. Development of learning objectives:

- Are objectives for the class given verbally, written, or not at all?
- Are specific instructional outcomes used?
- Are objectives discussed at the end of class?

2. Selection and use of instructional materials:

- Do films, websites, and other audiovisual materials have a clear purpose?
- Are handouts appropriate in number and subject?
- Since the text may be pre-selected, does instructor give help with reading or using the text, if necessary?

3. Educational climate for learning:

- Are students AND teacher interested and enthusiastic?
- Does the instructor use student names?
- Is humor used appropriately?
- Does instructor not embarrass or belittle students in any way?
- Is the atmosphere of the classroom participative?
- Did the instructor have eye contact with students?

4. Variety of instructional activities:

- Does timing of classroom activities consider attention spans?
- Does instructor involve students in deciding what issues to discuss?

5. Preparation for class session:

- Provide examples that show preparation by instructor
- Do students know what preparation (reading or other) they should have completed prior to class?

THEORETICAL PRINCIPLES BEHIND THE NEW OBSERVATIONS:

- ▶ Course–link
- ▶ Teacher–centred
- ▶ Professional development
- ▶ Positivity
- ▶ Flexibility

CRITERIA

- ▶ **Student needs**
- ▶ **Student autonomy**
- ▶ **Text & discourse analysis**
- ▶ **Teaching practices**
- ▶ **Academic context**

PRE-OBSERVATION PROMPTS

- Choice of this/these objective(s) for the lesson to be observed
- Knowing if the students have understood the objective(s)
- Student outcomes aiming for in this class

POST-OBSERVATION PROMPTS

Climate-setting

- ▶ How do you feel it went?

Review

- ▶ How do you think the students' experienced the lesson?

Problem-solving

- ▶ Looking back, is there anything you might have done differently?

Goal-setting

- ▶ Did anything happen which you might use to develop your skills?

DEVELOPMENT and QUALITY

AREA 1	STUDENT NEEDS	AS	RS	NI	COMMENTS
1.1	USES A VARIETY OF TASKS AND MATERIALS APPROPRIATE TO LEARNER ROLES AND STYLES				IS THERE ANY WAY STUDENTS MIGHT HAVE BEEN MORE INVOLVED IN DESIGNING THE WORKSHEETS?
AREA 2	STUDENT AUTONOMY	AS	RS	NI	COMMENTS
2.2	ENCOURAGES STUDENT CHOICE AND/OR PROMOTES STUDENT RESPONSIBILITY FOR LEARNING IN TASKS				WHAT OPPORTUNITY DID THE STUDENTS HAVE FOR CHOOSING THEIR ROLES?
AREA 3	TEXT & DISCOURSE ANALYSIS	AS	RS	NI	COMMENTS
3.1	PROVIDES OPPORTUNITIES FOR CRITICAL THINKING, E.G. ANALYSIS, SYNTHESIS, EVALUATION IN LEARNING ACTIVITIES LISTENING READING SPEAKING WRITING				HOW DID YOU EVALUATE THAT THE STUDENTS UNDERSTOOD THEIR ROLES?
AREA 4	TEACHING PRACTICES	AS	RS	NI	COMMENTS
4.4	GIVES APPROPRIATE FEEDBACK ON ORAL AND WRITTEN STUDENT PERFORMANCE				WERE THE STUDENTS COMFORTABLE WITH YOUR PRONUNCIATION FEEDBACK?
AREA 5	ACADEMIC CONTEXT	AS	RS	NI	COMMENTS
5.2	DEMONSTRATES KNOWLEDGE AND TEACHING OF ETHICAL ACADEMIC PRACTICE				WHAT BENEFITS DID THE STUDENTS GET FROM SHARING THEIR NOTE TAKING TECHNIQUES?

WHAT WOULD WE SAY TO THIS TEACHER?

- ▶ <https://www.youtube.com/watch?v=RjBMuHK1TXM>
- ▶ <http://www.youtube.com/watch?v=OCf7Q6Ujccg>

SUCCESSSES AND ...

- ❑ TEACHERS TENDENCY TO MODESTY!
- ❑ AN EXTRA TEACHER TASK
- ❑ TIME CONSUMING
- ❑ GETTING THE CONVERSATION RIGHT

- ❑ GREATER FOCUS ON TEACHER SKILLS
- ❑ MORE TEACHER AUTONOMY
- ❑ MORE FOCUSED DEVELOPMENT SESSIONS
- ❑ FEED INTO PEER OBSERVATION TECHNIQUES

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