##### School of Humanities PGR Teaching Observation Form

Please complete this page BEFORE teaching observation takes place.

Name of PGR tutor: Date of observation:

Name of observer/mentor : Place of observation:

Academic Unit: Period of observation:

Type of session : lecture | small group | supervision

Number of students expected: Actual No:

**Aims of tutor for this session** *(What are your aims for this session in relation to the unit profile?)*

**Learning Outcomes** *(What will students be able to do/know after your session?)*

**Any particular factors/problems taken into account when planning this session?** *(eg. student profile, availability of learning resources, students’ prior learning?)*

**Are any aspects of this session new to you?**

**If you have taught this session before, how have you incorporated suggestions made previously** *(e.g. from previous mentors’/observers’ reports, student feedback)* **in your plan for this session?**

**What particular aspects would you like feedback on?**

###### OBSERVER’S COMMENTS

The sections here provide a framework for the observation process. They should not be regarded as prescriptive, extra information can be added. Since the focus of teaching observation is on the delivery of teaching, matters specific to subject content are not covered. However, this does not preclude the observer from providing feedback on subject matter separately.

###### Teaching Characteristics: Comments

**1. Planning and start of session**

*(Suitability of aims, learning outcomes of session. Communication with students. Continuity with previous sessions and with students’ prior knowledge. Overview of session.)*

**2. Presentation**

*(Structure of session. Clarity of presentation. Delivery and pace. Emphasis of key points. Use of summaries. Voice (speed, loudness etc). Development of content and integration with overall unit and programme.)*

**3. Student participation**

*(General atmosphere in teaching session. Student involvement in learning activities. Management of teaching session as it takes place. Interaction between tutor and students, and among students. General attitude to students. Awareness of individual needs.)*

**OBSERVER’S COMMENTS contd.**

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| **4. Methods and Approaches***(Choice of teaching and learning activities. Use of handouts, board, OHP, flipchart and other teaching media. Use of C&IT. Use of examples, case studies, student experience etc. Appropriate reinforcement and feedback, Awareness of and links to research.)***5. General View***(To what extent were the learning outcomes for the session achieved? How relevant were the chosen learning and teaching activities to achieve these outcomes? Was there effective communication between tutor and students? Were the learning resources (including technology and accommodation) appropriate for achieving the outcomes?)***6. Observer’s view of strengths of the tutor as demonstrated in the session****7. Observer’s recommendations as to future areas of attention***(These may relate to the tutor’s delivery of the session or to the session itself.)* |

### Summary: Action Points of Teaching Observation

This page should be agreed by observer and observed, signed and a copy of the entire document sent to the Humanities Graduate School Office. A copy of the full teaching observation Record should also be retained by the observed tutor.

Name of PGR tutor: date of observation:

Name of observer/mentor: place of observation:

Academic Unit: period of observation:

Type of session:

Number of students attended:

Observer’s overall view of the session.

Comments from the Observee

*Include any staff development/support wishes.*

Signature of observed tutor …………………………………………………………… Date ……………………….

Signature of observer …………………………………………………………………….Date ……………………….