

CLASSROOM OBSERVATION REPORT

Classroom observation is an integral part of the College's quality assurance system and appraisal process. This observation form may be used for all teaching and learning observation, as part of a probationary, appraisal, audit or franchise quality assessment activity.

Name:		Mode of Attendance:	
Programme and Unit Title:		Students Present:	
Date:		Students Absent:	
Observed by:		Observation Time:	
<u>Observer's preparatory notes</u>			
<u>Description of Event: topic, teaching style etc</u>		<u>Evidence provided by the register - attendance trend</u>	
Observer's Signature:		Date:	

DESIRABLE FEATURES	OBSERVER'S COMMENTS	UNDESIRABLE FEATURES
<p>1. PREPARATION GOALS</p> <p>Aims and objectives clearly expressed and achieved. Linkage to previous learning established.</p>		<p>Vague in conception or expression. Aims and objectives of session not achieved.</p>
<p>2. CONTENT</p> <p>Appropriate amount, accurate, relevant. Displays in-depth knowledge of subject material.</p>		<p>Too ambitious. Material thin, of doubtful relevance. Displays lack of familiarity with subject material.</p>
<p>3. TEACHING AND LEARNING METHODS</p> <p>Varied exercises and activities appropriate to this group. Well thought out session.</p>		<p>Limited activities failing to maintain the interest of the group. Manifestly inappropriate.</p>
<p>4. MANAGEMENT OF THE LEARNING ENVIRONMENT</p> <p>Environment facilitates learning. Control, student motivation and management clearly maintained.</p>		<p>Environment inhibited participation and learning. Poor management and control. Compromises learning.</p>
<p>5. PERSONAL TEACHING QUALITIES</p> <p>Enthusiastic. Confident. Warm. Creative.</p>		<p>Listless. Hesitant. Aloof/distant. Rigid.</p>
<p>6. DELIVERY AND PRESENTATION</p> <p>Voice - clear, audible, interesting. Aids - very well produced and used.</p>		<p>Of poor clarity. Inaudible. Uninteresting. Did not help learning or exposition.</p>
<p>7. RELATIONSHIPS WITH STUDENTS</p> <p>Good rapport and friendly relations promoting learning.</p>		<p>Poor rapport, apparently unaware of students needs. Personal barriers discourage learning.</p>

DESIRABLE FEATURES	OBSERVER'S COMMENTS	UNDESIRABLE FEATURES
8. INTERACTION All students actively involved and contributing to learning experience. Group management achieves effective learning.		Limited to stereotyped interactions, students not involved in learning. Group dynamics inhibit learning.
9. EFFECTIVENESS OF TACTICS AND STRATEGIES Explanations clearly understood. Questioning clear and logical. Student contributions used well.		Inappropriate strategies. Lack of harmony or consistency in tactics used. Failure to facilitate appropriate student activity.
10. SENSITIVITY TO INDIVIDUALS Able to adapt approach to suit the evolving situation and student needs. Guidance encourages self-development.		A rigid, ritualised approach maintained. Individuals' differing learning needs are ignored.
11. LOGIC OF APPROACH Orderly progress. Well organised.		Progress haphazard. Disorganised.
12. CHECK ON LEARNING Check regularly by appropriate methods that learning is taking place. Learning is taking place.		No check that learning is taking place. No learning taking place.
General comments:	Grade (circle appropriate scale) 1 (Outstanding), 2 (Good), 3 (Satisfactory), 4 (Inadequate)	
Observer's signature:	Date of observation:	