# Key considerations when planning your observed teaching session

1. **Choose an appropriate webinar** to be observed in. If you teach on apprenticeship programmes, you must be observed in an apprenticeship class.
2. **Arrange a time for your pre-observation meeting**. Before your meeting, make sure you

	1. **Reflect on your practice**.
	In preparation for this meeting, consider if there are particular aspects within your practice that you would like to enhance (e.g. perhaps you find it difficult to engage a particular class, or you struggle with time management or task set-up). Communicate this with your observer so they can pay particular attention to this and help you find a solution to this.
	2. **Plan your session** and consider the following
		1. What are the learning outcomes of your session? How do these align with the module learning outcomes and assessment?
		2. How do you activate prior learning?
		3. How are you planning to engage your students? Are you planning group work activities, a discussion session, breakout room?
		4. What issues may arise in the session and how could you mitigate/prevent this?
		5. How do you ensure that your teaching and learning materials are inclusive?
		6. How do you know your students are learning (and have met the learning outcomes by the end of the session)?
		7. How do your students know that they have met the set learning outcomes (i.e. how do you provide feedback)?
		8. How does your session link with independent study materials? (i.e. How are you helping your students to learn outside the teaching contact hours (UWL Flex Investigate and Consolidate)? How do you use blackboard to achieve this? How is feedback provided on these activities?
3. Make sure you **record your webinar** in case you or your observer would like to review sections.
4. Arrange **to meet with the observer as soon as possible after the session** for the post-observation meeting. Consider three key questions to help you evaluate your teaching
	1. Did your students meet the learning outcomes?
	2. How do you know if the students have learned what you wanted to teach them?
	3. If you had to teach the session again, what would you do differently and why?
	4. Based on these questions, consider which areas of your practice you would like to/need to develop further.