# Teaching Observation: Appraisal of Academic practice

**Observer: Participant:**

Module: Course Title:

**Module/Course Leader: YES / NO**

**Date: Time:**

Number of Students: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Academic Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

No. times session taught previously: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ No. of others teaching module:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This form is designed to help you explore your participants teaching practice. Part of the form will relate to things that you will see during a classroom observation but some of them will act as question prompts for your pre or post -observation meetings, to help you understand how your participant sees their academic practice.

Some criteria may not apply to your participant and where this is the case you should just indicate that with N/A

**We are looking for:**

* **good preparation and organisation of learning and assessment activities**
* **evidence that they use scholarship or research-based evidence and explicit teaching strategies including considering pacing, the nature of their cohort and the level of student engagement**
* **evidence that they manage learning sessions appropriately to ensure student engagement**
* **how they ensure that students assessment literacy is enhanced by discussing assessment briefs, assessment criteria and assessment rubrics as appropriate**
* **compliance with the baseline Blackboard template**
* **effective use of technology for educational purposes**
* **examples of good practice**
1. **TEACHING PRACTICE – to be used during observation**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Category | Exceeds expectations |  | Meets expectations |  | Needs development |  |
| Preparation and Organisation  | Lesson plan extremely well organised, including allowing for some contingent teaching |  | Meets basic expectations of aims, objectives and links to learning outcomes and assessment |  | No lesson plan provided in advance or lesson plan does not include aims, objectives, links to Los and assessment |  |
|  | Organisation demonstrates an understanding of those things with which students usually struggle. The content is research-informed |  | Organization of the lesson material is logical, scholarly, well prepared and the content is up to date. |  | Lacks preparation and organization of the lesson material and content is unstructured.  |  |
|  | Arrives before time to set up and is ready to start on time. Demonstrates good proficiency in the use of technology.  |  | Arrives on time and is prepared to start teaching. Works well with the technology  |  | Fails to arrive on time or takes time to sort out the technology, delaying the start. Does not appear well prepared |  |
|  | Engages with students as they enter to help them settle to the learning tasks. Speaks to students in a respectful manner, treating them as equals and showing them all respect |  | Welcomes and addresses students at start. Apologises for any lateness /disorganisation on their own part. Speaks to students in a manner which conveys respect |  | Fails to welcome and address students or apologise for lateness/disorganisation. Speaks to students in a disparaging way or does not speak to them at all.  |  |
|  | Discusses the learning outcomes with students to ensure they know how this session is situated in the course and how they will be assessed. |  | Learning outcomes for session explained and assessment, where relevant, is described. |  | Learning outcomes not mentioned explicitly. |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Category | Exceeds expectations |  | Meets expectations |  | Needs development |  |
| Teaching activity | Uses a wide range of teaching activities to ensure all students are engaged and able to reinforce their learning |  | Uses more than one teaching activity to ensure students are engaged and able to reinforce their learning |  | Uses only one teaching activity regardless of topic. Not aware of student engagement.  |  |
|  | Uses highly relevant, research-informed, current examples (to help illustrate points) which are inclusive and recognize the broad diversity of learning needs within the group |  | Uses some current, research-informed examples (to help illustrate points) which may be inclusive and reflect the fact that the learning needs of the group are not uniform |  | Uses one or two examples which are neither current, nor research informed and the relevance of which is unclear Fails to recognize the diversity of the group.  |  |
|  | Regularly changes tone of voice, volume of voice, and emotion to stimulate interest. Is enthusiastic and demonstrates passion about the subject |  | Changes tone of voice and/or emotion to stimulate interest. Demonstrates a strong interest in the subject |  | Is generally monotone in delivery and lacks enthusiasm. Demonstrates a lack of interest in the subject.  |  |
|  | Watches student body language and other cues to ensure the pace is correct for all. Frequently checks student understanding and represents things from a different perspective when necessary. |  | Pacing is good but not adjusted according to students’ non-verbal communication. Regularly checks student understanding and responds accordingly.  |  | Pacing is the same throughout and does not respond to cues from students. Fails to enquire if students had understood.  |  |
|  | Maintains eye contact across the whole class, ensuring everyone is involved in activities.  |  | Tries to maintain eye contact and makes the effort to engage everyone.  |  | Fails to make eye contact and to engage students in activities.  |  |
|  | Students are highly engaged asking questions and demonstrating their understanding by answering questions.  |  | Students seem engaged generally and respond to activities and questions.  |  | Students generally seem unengaged and are easily distracted.  |  |
| Learning design | Activities are designed such that they explicitly teach critical thinking in an embedded way, allowing learning through thinking, practice and application. |  | Activities are designed to enable students to identify and gain new knowledge which they can understand (through application), analyse, evaluate, draw inferences from and interpret such that they can synthesise new knowledge. |  | Activities are designed solely to impart knowledge |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Category | Exceeds Expectations |  | Meets Expectations |  | Needs development |  |
| Learning management | Commands the respect of the students through ensuring they all clearly understanding what they have to do, demonstrating respect for the needs of others and ensuring the learning environment is effective for all. |  | Establishes a classroom routine enabling students’ understanding and maintains a classroom environment that is conducive to learning for all students |  | Fails to provide a routine or to ensure that the environment is conducive to learning for all.  |  |
|  | Ensures all resources are top quality, appropriately attributed, the correct permissions obtained, and are easily accessible to all. |  | Provides some resources but may not have considered issues of copyright, attribution or accessibility. Provides information about resources and where they can be found |  | Fails to provide any information about specific resources used or where they can be found. |  |
|  | Through discussion, ensures students understand their assessment, the assessment criteria and how they may be used to enhance their learning. Also provides them with information on how feedforward on formative assessment can help enhance their chances of success |  | Explains to students how and what they will learn and links it to assessment, and where appropriate describes the assessment and the assessment criteria and how they may be used to enhance their learning. |  | Fails to relate learning to assessment |  |
|  | Constantly and explicitly provides feedback/feed forward opportunities in class which will help student understand how they are progressing |  | Provides explicit opportunities for students to receive feedback in class which will help them understand how they are progressing |  | Fails to provide any feedback to student in class |  |
|  | Uses the learning environment (both physical and technical) to its best advantage to promote learning. Adapting teaching methods to the spatial/virtual constraints. |  | Understands that the learning environment can be disadvantageous for learning but does not have contingent plans for adapting to the constraints |  | Does not understand how learning environments can impact learning. Shows no appreciation of the limitations of the physical and/or virtual environment. |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Using technology.This category may be explored through classroom observation or through discussion during debriefing.  | Expertly uses the affordances of different technologies to provide data and a greater understanding of student learning and engagement and uses that to inform their practice to enhance student engagement  |  | Understands what different technologies can do to enhance engagement and student learning and uses them in a planned way to enhance the student experience. |  | Does not use additional technologies or understand how they can enhance student engagement and success.  |  |
|  | Uses rubrics and assessment criteria consistently and discusses these with students in advance to enhance their assessment literacy  |  | Uses assessment criteria and rubrics which are shared with students in advance.  |  | Assessment criteria are used inconsistently, and rubrics are either not used or are poorly designed. |  |
|  | Ensures students use plagiarism checking software before submission and demonstrates an advanced understanding of similarity reports  |  | Uses plagiarism checking and understands how to interpret the reports and the implications for students who commit an offense. |  | Is familiar with plagiarism checking but unsure how to use similarity reports and and does not know what to do in the case of an offense.  |  |
|  | Demonstrates digital capabilities that exceed the expected standard at UWL |  | Generally, demonstrates the expected standard of digital capabilities with a range of technologies/software |  | Generally, struggles to meet the digital capability standards expected at UWL.  |  |

**You may wish to use the following as prompts during the pre or post observation meetings where relevant**

1. **ASSESSMENT & FEEDBACK**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Category | Exceeds expectations |  | Meets expectations |  | Needs development |  |
| Assessment  | The assessment artefact is innovative and creative, supports real-world learning through reflecting activities that may be undertaken in practice and aligns with the teaching strategies used.  |  | The assessment design encourages linking to the real-world of work and aligns to some degree with the teaching strategies employed |  | The assessment either does not align with the teaching strategies used or is not designed to enable the student to demonstrate the desired learning outcomes.  |  |
|  | The assessment is designed to enable the students to showcase their learning outcomes at the appropriate academic standard and to demonstrate development of the UWL graduate attributes  |  | The assessment is designed to ensure that students can demonstrate the required learning outcomes at the correct academic level.  |  | The assessment either does not allow students to demonstrate the relevant learning outcomes or the learning outcomes are at the wrong academic level. |  |
|  | Assessment criteria were well developed, aligned with learning outcomes and discussed with the students. Assessment rubrics were also well developed and discussed with students to ensure their understanding of how they could do well in their assessment.  |  | Assessment criteria are aligned appropriately with the learning outcomes and assessment rubrics (where provided) clearly indicate how students could do well. Assessment criteria and rubrics were shared with students in advance.  |  | Assessment criteria were not provided/developed, and assessment rubrics were not used.  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Category | Exceeds expectations |  | Meets expectations |  | Needs development |  |
| Feedback | Feedback was extensive, clearly indicating where students had met learning outcomes and where they needed to develop. It provided advice about how they could enhance their performance in future. It related directly to the assessment criteria and the assessment rubric.  |  | Overall general feedback was provided in relation to the learning outcomes and the assessment criteria. More specific feedback was provided to indicate how students could have done better and what they needed to develop to do better in future.  |  | Feedback was scarce or too general. It did not enable students to understand where they needed to improve or how they could do better in future.  |  |
|  | General feedback was provided within 5 days , and detailed, informative feedback relating to learning outcomes and assessment criteria was provided within the 15 working day period.  |  | Informative and helpful feedback was provided within the 15 working day feedback period |  | Feedback was too little, too late (beyond 15 working days) |  |
|  | Assessment was designed to ensure that students had the opportunity to develop their assessment literacies through a portfolio-type approach to major assessment activities. Providing developmental feedback along the way.  |  | Classroom activities provided opportunities for formative assessment and feedback either directly or using technology |  | No formative assessment and feedback opportunities were provided.  |  |

1. **TECHNOLOGY-ENHANCED LEARNING**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Category | Exceeds expectations |  | Meets expectations |  | Needs development |  |
| Preparation and Organisation  | Blackboard template is used fully and high levels of student engagement are evident |  | Blackboard template is fully set-up and the majority of resources are used effectively to encourage student engagement |  | Blackboard template not used or only the basic elements are used.  |  |
|  | Overviews for each session are provided which link learning to LOs, assessments and assessment criteria |  | An introduction to each session and the LOs being covered is provided in the relevant folder. The assessment is linked but not the assessment criteria |  | Folders only contain a sentence or two describing the weeks activity with no link to LOs, assessment, or assessment criteria |  |
|  | Resources provided are up to date, relevant, relate obviously to LOs, provide examples to which students can relate and are accessible to all students  |  | Resources provided are up to date, relate to LOs and are accessible to all students |  | Resources may be out of date, don’t clearly relate to LOs, do not have examples to which students can relate and do not meet accessibility requirements for all students.  |  |
|  | Activities are clearly explained and designed (what, when, why, where, who and how) to engage students with peers and resources, and to provide practical/intellectual stimulation through challenges which reflect relevant real-world situations.  |  | Activities are briefly explained and designed to engage students with peers and the resources provided, and to provide practical/intellectual stimulation |  | Activities are not explained properly, and are limited to students using the provided resources |  |
|  | Tutor discusses their role in the online environment with students, discusses the ‘rules’ of online engagement and monitors individual engagement, prompting participation where students appear to be ‘lurking’. |  | Tutor explains their role in the online environment, explains the ‘rules’ of online engagement and monitors individual engagement, prompting participation where students appear to be ‘lurking’ |  | Tutor indicates where students can find the ‘rules’ of online engagement and occasionally monitors individual engagement |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Category | Exceeds expectations |  | Meets expectations |  | Needs development |  |
| Learning design | Activities are designed such that they explicitly teach critical thinking in an embedded way, allowing learning through thinking, practice and application. |  | Activities are designed to enable students to identify and gain new knowledge which they can understand (through application), analyse, evaluate, draw inferences from and interpret such that they can synthesise new knowledge. |  | Activities are designed solely to impart knowledge |  |
|  | Activities are carefully planned (particularly when they relate to prior or subsequent face to face activities) to ensure that students have ample time to complete the tasks with this timing being communicated to the students and accounting for those with special needs.  |  | Activities are designed to allow students to complete them, the expected time requirement being stipulated, particularly for those with special needs.  |  | Activities are poorly designed and do not allow sufficient time for all students to complete them.  |  |
|  | Design demonstrates how to provide support for students outside of the classroom using the online platform, particularly at L3 and L4 and how it can be used to encourage the development of independent learning at L5 and L6 (as appropriate) |  | Design reflects the mentees’ understanding of the need to provide additional learning support at L3 & L4 and to encourage independent learning at L6 |  | Mentee fails to demonstrate an understanding of the need to support learning (particularly at L3 & L4) outside of the classroom through the use of the online environment.  |  |
|  | Online resources are designed to **ensure** learning across modules and topics and to enable students to **demonstrate** the UWL graduate attributes  |  | Online resources make **some reference to** other relevant topics to encourage learning across modules and to **facilitate the development of** the UWL graduate attributes  |  | Online resources **fail to make connections** between different topics/modules and **fail to consider** the UWL graduate attributes. |  |
|  | Design ensures highly effective and meaningful communication between peers and teachers, (including the use of the discussion boards in the BB template and other (a)synchronous communication tools), encouraging the development of argumentation skills and the demonstration of critical thinking. |  | Design includes the effective use of the student discussion boards included as part of the BB template, ensuring communication between peers and tutors which may enhance the development of argumentation and critical thinking skills.  |  | Design only involves the use of **two-way communication**, does **not encourage or support peer-peer** learning or the development of other skills.  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Category | Exceeds Expectations |  | Meets Expectations |  | Needs development |  |
| Using technology.This category may be explored through classroom observation or through discussion during debriefing.  | Expertly uses the affordances of different technologies to provide data and a greater understanding of student learning and engagement and uses that to inform their practice to enhance student engagement  |  | Understands what different technologies can do to enhance engagement and student learning and uses them in a planned way to enhance the student experience. |  | Does not use additional technologies or understand how they can enhance student engagement and success.  |  |
|  | Uses rubrics and assessment criteria consistently and discusses these with students in advance to enhance their assessment literacy  |  | Uses assessment criteria and rubrics which are shared with students in advance.  |  | Assessment criteria are used inconsistently, and rubrics are either not used or are poorly designed. |  |
|  | Ensures students use plagiarism checking software before submission and demonstrates an advanced understanding of similarity reports  |  | Uses plagiarism checking and understands how to interpret the reports and the implications for students who commit an offense. |  | Is familiar with plagiarism checking but unsure how to use similarity reports and and does not know what to do in the case of an offense.  |  |
|  | Demonstrates digital capabilities that exceed the expected standard at UWL |  | Generally, demonstrates the expected standard of digital capabilities with a range of technologies/software |  | Generally, struggles to meet the digital capability standards expected at UWL.  |  |

A copy of this document should be given to the participant and **an anonymised version (please remove all fields on the first page which are highlighted in blue)** sent to Expert-academy@UWL.ac.uk to inform the development of the CPD calendar of events.