

Please tick:

Reason for observation	
PG Cert/ New Lecturer Programme	
Promotion	
HEA Fellowship	
Other (specify)	

University Developmental Observation Form

This page to be completed by the observee

Name:	Date of Observation:
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		Module/Course Unit:
Assessor:	Session Length (Hr/Mins):	Observation Length (Hr/Mins):
Level/Year:	Mode (FT/PT):	Number of Students/Participants:
Type of Activity:	Topic/Title:	Room Number and Time:

Purpose and Aim of the Session

The overall purpose/aim of the session is:

Specific Learning Objectives (e.g. objectives linked to knowledge and understanding; subject-specific skills; generic skills)

The students/participants should be able to:

Relationship of Learning Objectives to Module Learning Outcomes

The learning objectives of this session support the following module learning outcomes:

Role of Learn pre- and post-session

Learn is used to support the module in the following ways (include any specifics for the observed session):

Inclusive Practice

The actions that have been taken to ensure an inclusive learning environment for all students, including consideration of backgrounds and composition of the cohort, include:

Feedback from the Teaching Observation:

1. Planning, preparation and organisation

(e.g. clarity of aims and learning objectives; aims/learning objectives shared with students; extent to which learning objectives were achieved; structure of the session; time management within the session)

2. Learning and teaching methods

(e.g. variety of methods; inclusivity; appropriateness for the objectives, content, students, etc.)

3. Delivery/Presentation

(e.g. clarity, pace, use of voice (projection/intonation), coherent, confident)

4. Content

(e.g. relevance to aims/objectives and the Module ILOS; content currency/level/challenge; progression/coherence)

5. Student engagement and/or participation

(e.g. opportunities for student engagement; promotion of positive student behaviours; appropriate classroom management; student interest/motivation; student ownership of learning)

6. Learning Environment

(e.g. suitable learning environment; safe/positive/inclusive; use of available space/equipment/resources)

Summary of the observation:

NB: This section should identify any key areas of practice for future enhancement activity and highlight areas of effective/excellent practice which may be appropriate to share with colleagues.

Observer to tick the box if you recommend that a further teaching observation is required

If a further observation is required for a colleague on the Postgraduate Certificate Learning and Teaching in Higher Education, please inform the Programme Director, Dr Sarah Turner, S.Turner4@lboro.ac.uk

Observer signature:

Date:

To complete the observation record*, you (the observee) must identify key action points emerging from the peer dialogue to inform your future teaching. You should identify up to three actions you will take in your teaching, following this observation.

**the observer or observee can write the actions – these should be identified and agreed in the post observation meeting.*

Observee Actions to take forward in future teaching:

- 1
- 2
- 3

Observee comments: (optional)

Observee signature:

Date:

Following an observation, if you have any questions, please contact Enhanced Academic Practice: Dr Victoria Wright, V.Wright@lboro.ac.uk.

Completed observations for the Postgraduate Certificate Learning and Teaching in Higher Education should be uploaded to the relevant module on Learn with the associated session plan (required by the course and accessed on the PG Cert dedicated Learn site).

Appendix 1: Observation Criteria

For effective pedagogic practice to be evident, your observer will be looking for the following:

- Respect for the students by working collaboratively and co-creating the knowledge and understanding together
- Inspirational atmosphere created and a 'learning buzz' in the room
- Innovative and creative content, format and/or delivery
- Teaching informed by current research or informed by appropriate professional practice or experience
- Reactive to students and able to be flexible with content where understanding is not achieved
- Session materials are made available to students in advance of the session in a variety of different formats to suit different learning needs
- Appropriate supplementary materials for pre and/or post session work are made available on Learn and are presented to students in a variety of formats and in a logical and easily accessible way
- Content matching ILOs and evidence that students are meeting/ part meeting these
- Ability to pick out and explain key ideas and make them stand out from other background/supporting materials
- Make connections with earlier sessions, and to other sections of the same session
- Coherence and flow to the session, including relating content to real world examples or other elements of the programme/s
- The considerations of inclusivity were appropriate to the cohort
- Enthusiastic, engaging, clear and confident delivery
- Clear and inclusive use of visual aids and other materials/props
- Engaging students rather than just talking at them in positive, secure and safe learning environment which is conducive to learning
- Students are encouraged to engage and interact at times within the session as part of a coherently planned session and their responses are used within the session or subsequently
- Appropriate use of space, resources and equipment

Please refer to the associated University Developmental Observation Handbook for more guidance on the observation process and criteria.

Appendix 2

Session template edited for general use (note: PG Cert colleagues to access a PG Cert session plan from the dedicated Learn site)

<p>Session Type e.g. lecture, seminar, tutorial, or practical.</p> <p>Face to face Online - synchronous Online – a- synchronous</p>	<p>Session Title:</p> <p>Date: Time:</p> <p>Time of observation:</p> <p>Level / Year (FHEQ 4-8):</p>
<p>Context Where does this fit into the wider student / course experience?</p>	
<p>Session Learning Outcome(s): e.g. At the end of this session, the student will be able to...</p> <ol style="list-style-type: none"> 1. 2. 3. 	
<p>What? Key concepts and ideas of the subject being taught</p>	
<p>Who and Why? What assumptions have you made about your participants? What strategies have you put in place to ensure an inclusive classroom that supports a range of needs?</p>	<p>My participants:</p>
<p>Where? What facilities do you have available? What will you need to bring (also see resources in your plan below)? Do you have a Plan B in case you encounter a problem with the room or equipment?</p>	<p>Room:</p> <p>Facilities:</p>

How and Why?

- What learning theories or models were used in the design of the session?
- Why have you selected these approaches?
- What techniques (delivery methods and teaching styles) are you using when undertaking your teaching and
- why have you selected them in the context of the discipline area and your learners needs?
- What digital skills will you be demonstrating, and why have you chosen these technologies?

Approaches to learning:

Evaluation Strategies

- How will you assess that your students have achieved the learning outcome(s) for the session?
- How do you know the sessions you are delivering will impact upon the learning and teaching of credit-bearing L4-L8 students (if not directly teaching students)?

References**Teaching plan**

Based on your explanation above, how will you structure your session?

Think about how your students will learn, what they will be doing during the session, the impact of delivery mode (distance learning, real-world classroom, blended) and how you will know that they have met the session learning outcomes (assessment of learning)?

Time (mins)	Activity Description	Activity Type	Resources needed