REFLECTIVE OBSERVATIONS – THROWING AWAY THE CHECK-LIST. (WELL, ALMOST!)

THEORY and PRACTICE

M. LOUGHLIN, UNIVERSITY OF BIRMINGHAM BFA/EISU/BME PRESESSIONAL PROGRAMME

MPL/BME 2012
HOW TEACHERS SEE OBSERVATIONS?
Classroom Observation Form
Open Ended – (Form A)

Faculty________________________ Date of Observation__________________
Observer____________________

1. **Development of learning objectives:**
   - Are objectives for the class given verbally, written, or not at all?
   - Are specific instructional outcomes used?
   - Are objectives discussed at the end of class?

2. **Selection and use of instructional materials:**
   - Do films, websites, and other audiovisual materials have a clear purpose?
   - Are handouts appropriate in number and subject?
   - Since the text may be pre-selected, does instructor give help with reading or using the text, if necessary?

3. **Educational climate for learning:**
   - Are students AND teacher interested and enthusiastic?
   - Does the instructor use student names?
   - Is humor used appropriately?
   - Does instructor not embarrass or belittle students in any way?
   - Is the atmosphere of the classroom participative?
   - Did the instructor have eye contact with students?

4. **Variety of instructional activities:**
   - Does timing of classroom activities consider attention spans?
   - Does instructor involve students in deciding what issues to discuss?

5. **Preparation for class session:**
   - Provide examples that show preparation by instructor.
   - Do students know what preparation (reading or other assignments) they should have completed prior to class?
THEORETICAL PRINCIPLES BEHIND THE NEW OBSERVATIONS:

- Course-link
- Teacher-centred
- Professional development
- Positivity
- Flexibility
CRITERIA

- Student needs
- Student autonomy
- Text & discourse analysis
- Teaching practices
- Academic context
PRE-OBSESSION PROMPTS

- Choice of this/these objective(s) for the lesson to be observed

- Knowing if the students have understood the objective(s)

- Student outcomes aiming for in this class
POST-OBSERVATION PROMPTS

Climate-setting
- How do you feel it went?

Review
- How do you think the students’ experienced the lesson?

Problem-solving
- Looking back, is there anything you might have done differently?

Goal-setting
- Did anything happen which you might use to develop your skills?
## DEVELOPMENT and QUALITY

<table>
<thead>
<tr>
<th>AREA 1</th>
<th>STUDENT NEEDS</th>
<th>AS</th>
<th>RS</th>
<th>NI</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>USES A VARIETY OF TASKS AND MATERIALS APPROPRIATE TO LEARNER ROLES AND STYLES</td>
<td></td>
<td></td>
<td></td>
<td>IS THERE ANY WAY STUDENTS MIGHT HAVE BEEN MORE INVOLVED IN DESIGNING THE WORKSHEETS?</td>
</tr>
<tr>
<td>AREA 2</td>
<td>STUDENT AUTONOMY</td>
<td>AS</td>
<td>RS</td>
<td>NI</td>
<td>COMMENTS</td>
</tr>
<tr>
<td>2.2</td>
<td>ENCOURAGES STUDENT CHOICE AND/OR PROMOTES STUDENT RESPONSIBILITY FOR LEARNING IN TASKS</td>
<td></td>
<td></td>
<td></td>
<td>WHAT OPPORTUNITY DID THE STUDENTS HAVE FOR CHOOSING THEIR ROLES?</td>
</tr>
<tr>
<td>AREA 3</td>
<td>TEXT &amp; DISCOURSE ANALYSIS</td>
<td>AS</td>
<td>RS</td>
<td>NI</td>
<td>COMMENTS</td>
</tr>
<tr>
<td>3.1</td>
<td>PROVIDES OPPORTUNITIES FOR CRITICAL THINKING, E.G. ANALYSIS, SYNTHESIS, EVALUATION IN LEARNING ACTIVITIES LISTENING READING SPEAKING WRITING</td>
<td></td>
<td></td>
<td></td>
<td>HOW DID YOU EVALUATE THAT THE STUDENTS UNDERSTOOD THEIR ROLES?</td>
</tr>
<tr>
<td>AREA 4</td>
<td>TEACHING PRACTICES</td>
<td>AS</td>
<td>RS</td>
<td>NI</td>
<td>COMMENTS</td>
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<tr>
<td>4.4</td>
<td>GIVES APPROPRIATE FEEDBACK ON ORAL AND WRITTEN STUDENT PERFORMANCE</td>
<td></td>
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<td>WERE THE STUDENTS COMFORTABLE WITH YOUR PRONUNCIATION FEEDBACK?</td>
</tr>
<tr>
<td>AREA 5</td>
<td>ACADEMIC CONTEXT</td>
<td>AS</td>
<td>RS</td>
<td>NI</td>
<td>COMMENTS</td>
</tr>
<tr>
<td>5.2</td>
<td>DEMONSTRATES KNOWLEDGE AND TEACHING OF ETHICAL ACADEMIC PRACTICE</td>
<td></td>
<td></td>
<td></td>
<td>WHAT BENEFITS DID THE STUDENTS GET FROM SHARING THEIR NOTE TAKING TECHNIQUES?</td>
</tr>
</tbody>
</table>
WHAT WOULD WE SAY TO THIS TEACHER?

- https://www.youtube.com/watch?v=RjBMuHK1TXM
- http://www.youtube.com/watch?v=OCf7Q6Ujcg
SUCCESES AND ...

- Teachers tendency to modesty!
- An extra teacher task
- Time consuming
- Getting the conversation right
- Greater focus on teacher skills
- More teacher autonomy
- More focused development sessions
- Feed into peer observation techniques
BIBLIOGRAPHY


Tsai, H. (2008) Improving an EFL class: starting from classroom observations Asian EFL journal: volume 10. Issue 2 article 4


5/3/2013