

Teaching Observation Pro-Forma

Section A: About the Teaching Session

(To be completed by the observee before the teaching session).

Teaching Session to be observed

Name of Observee	Emma Kennedy
School/ Dept	CAPD
Name of Observer	Joe Bloggs

Topic of session	Dealing with Disruptive Behaviour		
Module/Course/Unit	ESDM016		
Level/Year	7	No. students	15
Type of session (lecture/seminar/practical...)	Seminar		
Date of session	18/04/2016		
Time of session	4:00		
Length of session	2 hours		
Location	FB 3.11		

Who are the students? What is the background / composition of the group?
PGR Students and staff from QMUL taking CILT or PGCAP

What form will the teaching take?

Interactive seminar/workshop

What are the aims and intended learning outcomes of the session?

- Recognise the various reasons and causes leading to disruptive behaviour (e.g. institutional reasons, problems with the learning environment, with the curriculum, personal problems)
- Discuss and evaluate theoretical issues surrounding disruption
- Discuss practical strategies to avoid these problems through early intervention

Are there any particular areas of your teaching that you would like feedback on?

Do I encourage interaction between members of the group? Do I do enough to ensure everyone gets to share their experience? Is the session structured and delivered well?

Section B: Observation Feedback and Comments

To be used by the observer for feedback and comments. The aspect headings are included for prompting and guidance only.

Aspects	Strengths	Areas for development
1. Are the learning objectives clear?	Yes, included in the handout	You delivered the learning objectives but it was very one sided. Why not get participants involved in refining the learning objectives or even deciding on some of their own?
2. Is the session well planned and organised?	You seemed to finish on time and didn't have to rush through any slides.	
3. Are the teaching and learning methods appropriate?	Largely yes – group discussion, board writing	There were some periods where your co-tutor talked for quite a long time and so did you – worth breaking these up? Bit lecture-y which is not necessary with such a small group.
4. Are the delivery and the pace appropriate?	Good spoken delivery and pace of speaking	Have you thought about presenting using something other than PowerPoint, eg Prezi?
5. Is the content current, accurate, suitable and illustrated with examples?	Some examples included which were good, and you solicited examples from participants.	The example situations that you gave – could you ask participants how to react?
6. Are the students encouraged to learn actively and participate?	At the beginning and end yes – but there was a long boring bit in the middle	See my comment about the 'long boring bit' – think about how to break this up.

Observer's Summary Comments

This was an enjoyable session to watch and you immediately engaged participant interest by asking them to talk about the issues they had had. However, the two middle bits meant your co-tutor gave a 10 minute lecture and then you gave a 15 minute one, meaning that there was no interaction for a substantial period of time. Perhaps you could find a way to break this up and/or change the focus in this section from delivery of information to something more collaborative and student-led? It seems a shame not to when you have started in such a positive, student-centred way.

Observer's Name: Dr Joseph Bloggs

Signature/Date: J B, 13/05/16

Section C: Comments and reflection by Observee

To be filled in by the observee after receiving and discussing feedback with the observer

I'm grateful for these insightful comments and agree on the necessity of breaking up the non-interactive block in the middle of the session. To address, this, I intend to add an interactive element in my mini-lecture which will also address your point about the examples – I will ask students, 'what would you do in this situation'. I will do this verbally in class but also open up an online forum for discussion afterwards.

I would also like to come up with some student-generated learning outcomes for the session – I will explore some ways in which this can be done.

I will also explore alternative presentation formats, including Prezi.

Candidate's Name: Emma Kennedy

Signature/Date: 13/05/16