

APP observation and feedback guide for class teaching

The overall impression of the didactical and pedagogical context:

- Evaluation of the performance of the teacher (and the students)

Classroom management:

- Start of class/greeting (e.g. how do you get the class to settle down)
- Managing late-comers
- Managing breaks (including starting after a break)
- Structure (including changing between types of activity)
- Managing the time available
- Reference to previous subjects (and possibly future subjects)
- Summing up

Communication and meta-communication:

- Command of language
- Voice and speaking pace (and pausing)
- Connection between what is said and how it is said
- Body language (including rapidity of movement)
- Connection between spoken language and body language
- Attire/appearance

Use of teaching/communication technologies:

- Which technologies are used (PowerPoint, blackboard, flip charts, clickers, CBS Write etc.)
- How are they used, and how are they combined?

Activating/motivating/involving students:

- How does the lecturer build relations to the students in class?
- Eye contact and degree of physical and mental presence?
- Which types of activities/pedagogical tools are used to activate/ motivate/include students?
- To which extent did the instructor succeed in this? And why?
- Patience during dialogue?
- Conscious differentiation when encountering difficulty of understanding?
- How is students' preparation, e.g. their reading of a set text, included?
- Are students' different backgrounds, assumptions, intellectual skills, and experience included in the teaching and how?

Conclusions/suggestions:

- Considering all which is observed, what may work against achieving the formulated goals and objectives?
- Would any supplementary use of teaching/communication technology possibly have improved the session severely?
- What are the lecturers personal strengths which s/he could build upon in order to further develop as a lecturer?