

## Post Graduate Certificate in Higher Education Observation Form

**Course Member:** David Jeckells      **Date of visit:** 13 May 2008  
**Timing:** 1.20pm-2.20pm  
(incomplete)  
**Topic Area** AHE VLE Training      **Number of Students** 7

Planning/organisation/content	Observed	Comment
Teaching purposes are clear and stated in appropriate terms e.g. Aims/objectives/outcomes	✓	
Teaching purposes are appropriate to the needs, experience and abilities of students	✓	Built well on previous knowledge of VLP with differences and similarities stated clearly.
Structure of session: introduction, development, conclusion is evident	✓	Very well introduced with clear outline. I wasn't able to stay until the end. Content migration out of place was a little strange but necessary due to technical reasons.
Content is appropriate for the level, abilities, needs and interests of students	✓	Technical expertise not assumed. Well focussed on pragmatic needs of a tutor teaching a course using NOW.
Content is well researched and up-to-date	✓	
<b>Teaching Strategies/resources</b>		
Methods are appropriate to purposes of session	✓	Practical, hands-on focus. Good to answer questions as they arise rather than foster misconception.
Methods are chosen with regard to students age, abilities, needs and needs of		Treats students with respect as peers and doesn't assume technical

course/content	✓	knowledge.
Methods are chosen to gain interest and participation	✓	Hands-on encourages participation. Atmosphere created in which questions are encouraged.
Class management is effective and appropriate	✓	Class naturally attentive. Scheduled break provided.
Resources are used effectively and complement content, methods and purposes	✓	Effective use of PowerPoint to highlight relevant areas of NOW webpage and good use of diagrams to explain complex processes.
<b>Presentation/relationships</b>		
Effective presentation/communication skills used	✓	Good speaker. Good use of PowerPoint and live demos.
Employs effective use of questioning to promote monitoring and understanding	✓	Good. Constant asking if they have understood ensures students keep up during hands-on sessions.
Student contributions and participation is encouraged in a positive atmosphere	✓	Helps keep track of progress and not lose anyone.
Equal opportunities exist for all students	✓	
<b>Assessment/monitoring</b>		
Suitable methods are used to identify and monitor student progress	✓	Practical outcomes of hands-on sessions easy to identify as progress. Working with TA to keep track of all students progress.
Constructive feedback is provided	✓	Students who have mistepped are gently guided on track.

### Supporting comments

Planning/Organisation/Content

Very well planned and structured. Timetabling mix-up (not your fault!) caused added stress, adaptations to plan but you coped with this set back well.

#### Teaching Strategies/Resources

The PowerPoint slides were well produced. The use of multiple short presentations and activity sessions seemed very effective. This helps break up the session and retain interest for longer (after an hour the students were still engaged with only a two minute break that most of them didn't take advantage of) and the hands-on aspect is vital in this kind of topic.

#### Presentation/Class Relationships/Class Management

You created a pleasant atmosphere which welcomed student questions. The part at the start where you said they could retake the course and deal with more advanced parts in other courses and drop by with questions made this quite reassuring I think. With this kind of teaching it would be easy for the students to worry about speaking up when they don't understand something but I felt the environment created made them feel it was okay to get something wrong and ask questions if they didn't understand.

#### Assessment and Monitoring of Students

Very good. The layout of the room made it difficult to keep track of all the students progress at once and so the use of a TA helped here.

A student misstep in a hands-on procedure might be easily compounded and cause them to miss out on a whole section of material. It is vital therefore to keep track of the progress of the students during this and this was handled well.

Self assessment sounded interesting but I had to leave before this.

#### Additional Comments and Suggestions for Future Development

There was some confusion over terminology which affected the clarity of some concepts. The delivery was very good, particularly I thought the use of PowerPoint to cover up the NOW page and only highlight the relevant area was effective – it can be easy to get lost when given so much information at once.

Accessibility and copyright is a topic that could potentially be confrontational but this was well handled with a focus on how to get help.

There were plenty of opportunities for student feedback and questions, which was vital.

I felt at times that during guided example the students were not looking at the big screen and so kept being a little behind. Really I think this is a function of the room placing the students sideways on to the screen, which indicates to me that whoever

designed the room expected the students to watch a demonstration facing the main screen then turn to their computer to have a go themselves. However, I think the approach of going through an example with the students synchronously in this way is a valid and effective one so I wouldn't necessarily change anything.

You have asked for feedback on the summary but I was not able to stay until the end so I do not know.

Observed By:

Peter Rowlett.