

# Post Graduate Certificate in Higher Education Observation Form

Course Member: Peter Rowlett

Date of visit: 25/04/08

Timing:

11am-12noon

Topic Area Mathematical Techniques

Number of Students

17

Please ask the lecturer that you are observing to provide you with a lecture plan prior to the lesson you observe.

Planning/organisation/content	Observed	Comment
Teaching purposes are clear and stated in appropriate terms e.g. Aims/objectives/outcomes		Reference was clearly made to previous work to put this week in context but the aims/objectives/outcomes for this session were not made clear.
Teaching purposes are appropriate to the needs, experience and abilities of students	✓	Students are asked questions on the easier part of the material and guided through the more difficult parts. The chance to practice is essential.
Structure of session: introduction, development, conclusion is evident		Starts with recap of last week, goes through explanation and examples. End point is not clear, although the notes are available as a handout.
Content is appropriate for the level, abilities, needs and interests of students	✓	Builds clearly on previous work. Students call out answers well.
Content is well researched and up-to-date		N/A. The material is not modern.

<b>Teaching Strategies/resources</b>		
Methods are appropriate to purposes of session	✓	Guided examples followed by chance to practice yourself.
Methods are chosen with regard to students age, abilities, needs and needs of course/content	✓	Practice is essential.
Methods are chosen to gain interest and participation	✓	Questions are asked to include audience participation.
Class management is effective and appropriate		Pace of session is well controlled although some students talking amongst selves and no action taken.
Resources are used effectively and complement content, methods and purposes	✓	Live demonstration is effective. Handout explains content of lecture clearly.
<b>Presentation/relationships</b>		
Effective presentation/communication skills used	✓	Good rapport and examples seem appropriately paced.
Employs effective use of questioning to promote monitoring and understanding	✓	Examples have details filled in by student answers but there is no awkward pause if answer not forthcoming.
Student contributions and participation is encouraged in a positive atmosphere	✓	Questions are gentle and based around previous material. Difficult concepts are guided through.
Equal opportunities exist for all students		Not all students talk. Not all answer when asked "Do you understand?" Though all do examples.
<b>Assessment/monitoring</b>		
Suitable methods are used to identify and monitor student progress	✓	Students contribute to examples on board but not all students engage with this and all do examples.
Constructive feedback is provided		Student answers are not checked. Answers during examples on board are generally correct.

## **Supporting comments**

### Planning/Organisation/Content

There was an appropriate amount of content and this was at an appropriate level. The planning of the lesson allowed the content to be covered with enough time for students to do own examples.

### Teaching Strategies/Resources

Going through guided examples by hand on the board allows for student interaction. Handout notes were clear.

### Presentation/Class Relationships/Class Management

Good presentation and good relationship with the students. Students were at times talking and not paying attention, although seemed to keep up. Sometimes this is fuelled by students finishing examples at different times and cannot be avoided.

At times, there was a nice relationship between the students in discussion how a technique or problem might be approached.

### Assessment and Monitoring of Students

During examples on the board student answers could be checked. When the students did their own examples the answers were provided but not checked due to lack of time, though peer marking and feedback took place informally.

### Additional Comments and Suggestions for Future Development

Relating one question as “like a coursework question” is a strong motivator.

Observed By:  
Peter Rowlett