

## Post Graduate Certificate in Higher Education Observation Form

**Course Member:**  
Peter Rowlett

**Date of visit:**

**Timing:**

**Topic Area** Maths - Integration

**Number of Students** 2

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

### A few general thoughts and comments

As we have done this electronically I thought it might be useful to add a few thoughts here to add context to the feedback below.

The room not ideal, a large lecture style with fixed chairs, something the Tutor could not change. However the 2 students who attended were not daunted by this and were relaxed and chatty and obviously comfortable with Peter. This would suggest he has built good relationships with them through his time teaching them. Peter introduced me to the students and explained why I was there and were reassured that my role was not to observe them. Both of them were happy with this.

Planning/organisation/content	Observed	Comment
<b>Teaching purposes are clear and stated in appropriate terms e.g. Aims/objectives/outcomes</b>	Yes  A very brief overview was given at the beginning of the session	I think a more detailed/explicit set of learning outcomes might possibly be useful for learners to see the path the session was going to take
<b>Teaching purposes are appropriate to the needs, experience and abilities of students</b>	With only 2 students Peter was able to give individual attention to both stretching the more confident student and encouraging the student that was less sure of her abilities	Peter knew both his students well and what their particular needs, abilities and experiences were. This was demonstrated by relating previous teaching sessions and understandings to this one and knowing how they had coped with other aspects of their studies. In addition he was able to reassure and support both students in ways that were meaningful to them. For example one student worked well through the problems set, asking for minimal support from Peter but he was able to meet the different needs
<b>Structure of session: introduction, development, conclusion is evident</b>	Yes	Peter introduced the topic and gave a variety of analogies to explain the topic and the students participated in working some examples together

		before working individually through the set of problems in the workbook. I think this type of workshop style teaching might not always lend itself to a linear process of intro, development and conclusion because of the nature of individualised work, however Peter did introduce the topic and then students had the opportunity to work at own pace.
<b>Content is appropriate for the level, abilities, needs and interests of students</b>	Yes, see previous comments	As only 2 students Peter met their particular needs in terms of their abilities.
<b>Content is well researched and up-to-date</b>	Yes	Peter talked with knowledge in his introduction of the topic and was clearly enthusiastic about it.

<b>Teaching Strategies/resources</b>		
Methods are appropriate to purposes of session	Yes. Very focused and workshop/workbook method appropriate to purpose of session	After the initial introduction explaining the topic students able to work at own pace
Methods are chosen with regard to students age, abilities, needs and needs of course/content	Yes	Students were able to work at own pace meeting own individual needs but with support from Peter when needed
Methods are chosen to gain interest and participation	Yes	The introduction to the topic was engaging and did generate questions from the students. They then

		worked individually through a series of problems
Class management is effective and appropriate	Yes	Peter knew both the students well and worked with them both acknowledging their different needs
Resources are used effectively and complement content, methods and purposes	Resources used were whiteboard and workbooks with worked examples and problems to solve	Peter was conscious not to remove any worked examples from the whiteboard until the students had taken them down
<b>Presentation/relationships</b>		
Effective presentation/communication skills used	Yes	Both peter and the students communicated effectively between each other.
Employs effective use of questioning to promote monitoring and understanding	Yes	During the introduction to the topic Peter encouraged student Q and A. Also when working on the problems Peter did use a Q and A technique to enable the students to work it out themselves rather than just saying how to do it
Student contributions and participation is encouraged in a positive atmosphere	Yes	Tutor and students were encouraging and although working through a workbook on a given set of problems there were discussions between all.
Equal opportunities exist for all students	Yes	For Peter having 2 students meant he could give them plenty of individual attention and was consistent in his approach to both whilst recognising that each student had different strengths and needs with the

		particular question they were working on
<b>Assessment/monitoring</b>		
Suitable methods are used to identify and monitor student progress	Yes Peter asked for student feedback during introduction of the topic	In addition the workbook method used allowed students less confident in their abilities to work to their needs without being the focus of the whole group
Constructive feedback is provided	Yes, individual and constructive feedback was given	One student in particular lacked confidence in her understanding of the topic and Pete worked well with her encouraging her through q and a techniques to come to an understanding herself

## Supporting comments

### Planning/Organisation/Content

The session was well planned but I think a formal outline of what the students were doing in the session might be useful and maybe build in a formal break. In addition a formal session structure would provide a route through the session for Peter. However the learning aims and outcomes in the pre-observation form and meeting were met in this session

### Teaching Strategies/Resources

These were appropriate to the students and content. I wonder if it might be useful to offer students additional resources via useful websites, materials on VLE that would extend and develop further independent learning outside of the session. Peter related previous weeks learning so good connections made between topics.

### Presentation/Class Relationships/Class Management

As there were only 2 students this gave Peter and the students lots of opportunities to build their understanding of the topic. It is worth noting that such small groups can be quite difficult to manage from a tutors point of view, but the teaching strategies and resources worked well in this case allowing for good working relationships

### **Assessment and Monitoring of Students**

As students worked through their activities Peter was able to have a very clear idea of their understanding and progression. He encouraged questioning but at the same time was conscious of the different needs here and supported students working things out themselves through his questioning rather than giving them the answers

### **Additional Comments and Suggestions for Future Development**

Below are just a few thoughts for consideration:

- Provide a formal session outline
- Maybe slow down your speaking when explaining a topic, but don't lose your natural enthusiasm because that is a very effective way of engaging your students. And, I think related to this is to try and avoid talking to the whiteboard when explaining.
- Could the students have worked together on a couple of examples and then worked individually?
- Build in a formal time for a break. Students were very good at creating their own diversions with which was good, and obviously a useful way to have a break from individual work and be more social
- Possibly develop clearer signposting between elements of the session, a structured session plan would help with this

Observed By: Sharon hutchings