

Post Graduate Certificate in HE Pre-Observation Planning Form

Lecturer's name Peter Rowlett Observer's name Prof. A. Sackfield

Date 10/04/08 Venue ERD274

Module Scientific Mathematics Learner group.....

Number of learners 5 Time of observation 3pm-5pm

Main teaching method Problem class

A completed copy of this form should be given (or sent electronically) to your observer for discussion at the pre-observation meeting.

Aims of the session

Differentiation of standard functions

This is the first session after the Easter break. The students may need to refresh material from previous session.

By the end of the session the students should be able to apply the previously covered processes of differentiation to certain standard functions.

Learners

Students are forensic science, business and astronomy students who have been judged by their home school to not have sufficient mathematics at A-Level. In reality most have A-Level maths and do not attend. Those that do attend are usually keen to learn and intelligent but often do not attend consistently. I have taught these students at 9 previous sessions on mathematics and this is the first lecture after the coursework submission deadline.

Teaching methods rationale: appropriateness to the required aims and learning outcomes, learner needs, subject content, resource availability and equal opportunities

As this is the first session after the Easter break I am including a longer than usual period to refresh material previously covered on differentiation.

Mathematics must be learned by doing. Students will be shown examples and the majority of the session will be the students doing problems.

Timed session plan

20-30 mins – Refresh previously covered material by doing problems.

10-20 mins – Demonstration of a series of problems on the board

~1 hour – Problem class.

Opportunities for learner participation and learner interaction in the session, and learner feedback on the session.

Students will be engaged directly through questions during the demonstration. Their feedback will adjust the pace of the explanation.

During the problem class, the entire focus is on responding to student questions while they practice the technique learned.

Assessment: how I will identify the extent of the student's learning during this session.

Through problems: if they get the correct answers they are correctly applying the technique.

Particular aspects that I would like feedback on related to my own development as a teacher?

Were the students given sufficient opportunity for interaction and to control the speed of the lecture?