**Observation form**

**Instructor’s name** :

**Date** :

**Teaching module** :

**Observer‘s name** :

***Instructions***

The purpose of the observations and post-class discussions is to gain insight into what works to stimulate student learning.

*Pre-class meeting:*

The person teaching the class describes the context of the class: What year are the students in? What prior knowledge do they have? How have the classes been going so far? What are your specific goals for the classes?

Together, determine which criteria you find interesting to observe and discuss. Choose two or a maximum of three out of the six areas to focus on.

*During the class observation:*

Observe and describe visible and audible behaviors of both students and the teacher without interpretation. For example: ‘The students can correctly answer the teacher's questions assessing their comprehension of the explained concept." Instead of ‘The students have a good understanding of the material.”

*Post-class observation discussion:*

The person who taught the class shares their impressions first. Then, based on the observations, engage in a discussion to answer questions such as: What observations provide information about what works effectively to stimulate student learning? How did you see them learning?

Draw conclusions: What do you want to focus on in the future based on what you discussed? This may be different for each of you.

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| **Context** |
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| **Class Objectives** |
| The class has clear (learning) objectives that are communicated to students. The materials and activities are focused on helping students achieve those goals. |
| *Benchmark*Students have a clear understanding of where they stand and what needs to be done. It is clear what the lecturer requires and what is considered essential, also taking into account students’ prior knowledge with regard to the content. Activities and materials feed into the (learning) objectives.  |
| *Observations*  |

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| **Class Structure** |
| The lesson is well organized and coherently structured. |
| *Benchmark*Materials are presented coherently. Activities are organized in a logical way, each component building upon the previous one. The lesson ends with a review of the key materials covered to help students prepare for the next lesson.  |
| *Observations*  |

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| **Instruction and Explanation** |
| The lecturer provides clear and appropriate instructions. The lecturer explicitly checks students’ understanding. |
| *Benchmark*When presenting new content, the lecturer uses clear and concise language. The lecturer uses illustrations and examples to help students better understand complex/abstract content. When needed, the lecturer breaks down complex concepts into smaller, more manageable chunks. The lecturer explicitly checks for understanding and provides additional support when needed. |
| *Observations*  |

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| **Flexibility** |
| The teaching style is flexible and adaptable, with room for student input and adjustment of the materials and activities when needed. |
| *Benchmark*The lecturer is willing to adapt the pace and/or the content of the class or teaching methods when needed, either because students are struggling with the materials or are ready to move on to more challenging content.  |
| *Observations*  |

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| **Class Culture** |
| The class supports student learning by providing an inclusive and respectful learning environment. |
| *Benchmark*The students are treated with respect and kindness both by their lecturer and their peers. All students feel safe to actively participate, to ask questions and to share their own insights.  |
| *Observations*  |

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| **Class Interaction** |
| The class is engaging and interactive, with a variety work forms and resources that help students to stay engaged and motivated. |
| *Benchmark* The lecturer fosters a sense of community by encouraging students to support and learn from one another by sharing ideas and experiences. The lecturer succeeds in securing active student participation by asking questions, inviting comments and feedback, using various methods and resources, such as discussions, group work, videos, hands-on activities etc. |
| *Observations*  |

**Appendix 1: BKO competencies Teaching**

Below, you will find a summary of the BKO competencies in the Teaching task area. The areas in the observation form align with these competencies. Some competencies, like "promotes students' critical academic approach and problem-solving skills," are not listed separately because they are reflected in many areas, such as encouraging students to ask questions and using a variety of sources, like class discussions and small group activities. Additionally, health-related work competencies, like handling workload, are difficult to observe in class, so they are not included.

The lecturer is able to

* clearly explain the subject matter or skills
* at a level appropriate to students
* focusing on the learning objectives
* making the importance of the subject matter to be learned clear

The lecturer is able to

* use teaching methods and teaching material (including ICT)
* that are relevant and
* motivating and activating and
* educationally sound

The lecturer

* responds to students’ (baseline) situations and their interests
* taking inherent differences into consideration, so that
* an inclusive and socially safe learning climate is created

The lecturer

* supervises and optimizes interaction within group processes
* has an interest in and respects and appreciates individual students’ input (and responds to it)
* communicates with students enthusiastically, clearly and in the language of instruction
* promotes students’ critical academic approach and problem-solving skills