# Suggested Instrument 2 (Adopted from the University of Bristol)

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| **Name of Teacher:** |  |
| **Name of Observer:** |  |
| **Unit Code, Name and Level:** |  |
| **Title of Observed Session:** |  |
| **Session Learning Outcomes:** |  |
| **Date / Time of Observation:** |  |
| **Number of Students:** |  |

**Guidance on Completing an Observation of Teaching/Supporting Learning**

Participating in an Observation of Teaching/Supporting Learning offers the opportunity for both those being observed (the teacher) and those observing (the observer) to discuss and reflect on teaching and learning practice. This contributes to continuing professional development in teaching for both observer and teacher and enhances student learning. The following form has been designed to capture the observer’s feedback on the teaching encounter, focusing on what the teacher (participant) does and what the students do in the session.

Observations of teaching can be completed for ‘face to face’ sessions and/or teaching encounters that take place online in real-time (synchronously) or at different times (asynchronously). A pre-observation discussion is recommended.

This form should be completed electronically by the observer and sent to the teacher and should form the basis of discussion of a post-observation discussion between the two.

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| The comment boxes have been based on the **Areas of Activity** criteria in the UK Professional Standards Framework (UKPSF):  A1 Design and plan learning activities and/or programmes of study  A2 Teach and/or support learning  A3 Assess and give feedback to learners  A4 Develop effective learning environments and approaches to student support and guidance  A5 Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and evaluating professional practices.  When commenting on these criteria, you should also make explicit reference to where the relevant UKPSF Core Knowledge criteria have been demonstrated and identify which Professional Values criteria underpin the participant’s academic practice:  **Core Knowledge**  K1 The subject material  K2 Appropriate methods for teaching and learning in the subject area and at the level of the academic programme  K3 How students learn, both generally and within their subject/ disciplinary area(s)  K4 The use and value of appropriate learning technologies  K5 Methods for evaluating the effectiveness of teaching  K6 The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching  **Professional Values**  V1 Respect individual learners and diverse learning communities  V2 Promote participation in higher education and equality of opportunity for learners  V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development  V4 Acknowledge the broader context in which higher education operates, recognising the implications for professional practice |

**Observer’s Feedback & Suggestions**

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| **Focus of observation**  (The focus of the observation could be agreed beforehand – for example, following submission of a lesson plan, online teaching/learning materials, or emergent during the observation.) |
| **Design and planning of learning activities (UKPSF A1)**  (For example, clarity and appropriateness of the intended learning outcomes; nature, selection and sequencing of content; appropriateness of the learning activities for synchronous/asynchronous online learning.) |
| **Teaching and/or supporting student learning (UKPSF A2)**  (For example, appropriateness of approach/methods/activities/experiences, organisation, timing/delivery pace, and use of resources for synchronous/asynchronous online learning.) |

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| **Assessment and giving feedback to learners (UKPSF A3)**  (For example, assessment of prior knowledge, assessment of learning within a synchronous/asynchronous online session, nature of feedback to students and student group within the online learning environment(s).) |
| **Developing effective learning environments and approaches to student support and guidance (UKPSF A4)**  (For example, use of resources including the physical learning environment, technology-enhanced/online teaching and learning activities, and meeting individual learning needs in an online learning environment.) |
| **Other comments and things to consider for the future**  (For example, the overall quality of the session/provision, UKPSF Professional Values which underpin the participant’s academic practice, particular issues/areas to be addressed and/or staff development requirements. Please also add here any reflections on your own learning/CPD as a result of observing the participant.) |
| **Response from the Teacher**  The teacher should respond to the comments provided by their observer. These comments should form the basis for an action plan for developing future academic practice. The following questions should be used to guide you:   * What did you feel were the most important points to emerge from your interactions with the observer? * What changes, if any, will you make as a result of your engagements with your observer and your subsequent reflection?   + to the particular session   + to your teaching more generally   + any other comments about the observation |