

IEREST Block 1 observation grid

1. Are you a teacher at:

- University of Bologna
- Durham University
- University of Helsinki
- University of Leuven
- University of Primorska

Other (please give the name of your institution)

Part 1: Setting

2. Date of observation (i.e. when the lesson took place):

DD MM YYYY
Day / Month / Year / /

3. Where did the class which you observed take place?

- University of Bologna
- Durham University
- University of Helsinki
- University of Leuven
- University of Primorska

Other (please specify)

4. Duration of the session:

5. Mode of observation:

- on the spot
- through video recording

6. Number of students:

7. Origin of students:

- outgoing
- incoming

8. Language(s) used during the class:

IEREST Block 1 observation grid

9. Any other relevant information:

Part 2: Materials

10. Which of the Block 1 activities did you observe? (more than one answer possible)

- Activity 1: Perceptions of Self and Other
- Activity 2: Anti-discrimination and racism study circle
- Activity 3: Exploring narrative in intercultural mobility contexts
- Activity 4: Meeting people abroad

11. Which task(s) was/were used during the class that you observed?

12. Was any additional material (i.e. not specified in the original IEREST activity) used during the lesson?

- Yes
- No

If yes, can you give brief details?

13. Had the students been given any preparatory work (reading, watching a film, etc.) before the lesson?

- Yes
- No
- I don't know

14. If yes, which of the following? (several answers possible)

- Reading
- Watching videos/films
- Finding information (libraries, internet)
- Working with other students
- Doing homework assignments
- Other
- Not applicable

IEREST Block 1 observation grid

Part 3: Observation

NOTE: The aim of the observation is not to evaluate the teaching (nor the students). Clearly there will be different teaching styles, different modes of interaction with the students, different degrees and types of expertise, and these will undoubtedly have an impact on the success of a teaching session. As far as possible, observation should try to neutralise these factors in order to focus on the effectiveness of the teaching activities themselves.

The items below are intended only as a guide. Please feel free to add whatever comments or suggestions you feel are appropriate.

OVERALL STRUCTURE OF THE LESSON

15. Which of the following phases were present in the lesson? (More than one answer possible)

- opening
- noticing (starting from concrete experience)
- comparing (reflective observation)
- reflecting (abstract conceptualization)
- interacting (active experimentation)
- assessing (self-, peer-, teacher-assessment)
- closing

other (please specify)

16. Remarks about the overall structure:

PHASE BY PHASE OBSERVATION

Please check the box (or boxes) which best describe what happened during each of the phases. Several answers may be possible. Check 'not applicable' if a phase was not present in the lesson observed.

17. Opening

- objectives and outcomes made clear
- introduction of the activity /task
- surprise effect
- not applicable

Remarks:

IEREST Block 1 observation grid

18. Noticing (starting from concrete experience)

- guided activity
- free activity
- individual work
- peer work
- group work
- teacher-student interaction
- peer interaction
- students' reaction to materials as expected
- students' reaction to materials not as expected
- no student reaction
- not applicable

Remarks:

19. Comparing (reflective observation)

- guided activity
- free activity
- individual work
- peer work
- group work
- teacher-student interaction
- peer interaction
- students' reaction to materials as expected
- students' reaction to materials not as expected
- no student reaction
- not applicable

Remarks:

IEREST Block 1 observation grid

20. Reflecting (abstract conceptualization)

- guided activity
- free activity
- individual work
- peer work
- group work
- teacher-student interaction
- peer interaction
- students' reaction to materials as expected
- students' reaction to materials not as expected
- no student reaction
- not applicable

Remarks:

21. Interacting (active experimentation)

- guided activity
- free activity
- individual work
- peer work
- group work
- teacher-student interaction
- peer interaction
- students' reaction to materials as expected
- students' reaction to materials not as expected
- no student reaction
- not applicable

Remarks:

IEREST Block 1 observation grid

22. Assessing (self-, peer-, teacher-assessment)

- self-assessment
- peer-assessment
- teacher-assessment
- formative assessment
- summative assessment
- norm-referenced assessment
- criterion-referenced assessment
- evaluation criteria made clear
- evaluation discussed and compared
- not applicable

Remarks:

23. Closing

- synthesis of what has been done and conclusions
- previewing of next lesson
- free conversation among students and teacher, off-task
- not applicable

Remarks:

24. If there were any other phases of the lesson, please give a brief description here:

Part 4. Your conclusions.

25. Did you feel that the lesson went well?

- Yes
- No

Comments:

IEREST Block 1 observation grid

26. Were the lesson objectives met?

- Yes
- Partly
- No

Comments:

27. Was there anything that you would have added to the lesson / left out / done differently?

- Yes
- No

Comments:

28. What would you say were the principal strong points of the teaching activities, as implemented in this lesson?

29. And what would you say were the weak points?

30. Do you have any other remarks or suggestions about the lesson that you observed?

Thank you very much for your help in the IEREST evaluation process!