

Observation grid for teaching activities: Module 3

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.

Are you a teacher at:

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

Other: Please give the name of your institution

Part 1: Setting

Date of observation:

Place of observation:

Duration of the session:

N° of students:

Language(s) used during the class:

Any other relevant information:

Part 2: Materials

Which activity did you observe?

- Activity 1: One, two, many ... Erasmus experiences
- Activity 2: Bringing interculturality back home
- Activity 3: Student mobility beyond the academy

Which task(s) was/were used during the session that you observed?

What materials were used (texts or other documents, videos, ppt slides...)?

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

- Yes No

If yes, can you give brief details?

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

- Yes No

If yes, which of the following:

- Reading
- Watching videos/films
- Finding information (libraries, internet)
- Working with other students
- Doing homework assignments
- Other

Do you have any comments about the quantity, content or quality of the materials used?

Part 3: Observation

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 SESSION

Which of the following phases were present in the session which you observed?

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

Did the session exactly follow the organization and content of the IEREST materials, or were there adaptations?

Do you have any comments/suggestions about the overall structure?

STUDENTS' ACTIVITIES

Which of the following did students do during the session that you observed? Can you estimate very approximately what proportion of the lesson was devoted to each type of activity?

- listening to the teacher
- reading texts or other handouts
- watching video
- working individually
- working in pairs or small groups
- interacting with the teacher (individually or in a small group)
- giving individual or group presentations/feedback
- reacting to other students
- discussing as a whole group
- other (please specify)

Do you have any comments or suggestions about the balance and nature of the activities used?

STUDENTS' REACTIONS

As far as you can judge, how did the students react to the materials? The points below are provided as a check list, but please feel free to add any other points that may seem relevant.

Did students appear to understand (and accept) the purpose of the tasks?

Did they ask for any clarifications?

Did they appear to participate willingly? Did all the students participate?

Did the tasks run smoothly, or did students require prompting?

Were there any 'dead' moments (e.g. when one group had finished, but others had not)?

Were there any moments of confusion, where students did not appear to be clear what was expected?

Did the tasks go as planned, or were there unexpected/divergent reactions?

Were the students equally engaged throughout the session?

Did you have the impression that the students found the content (too) easy, (too) difficult, about right?

How would you judge the general atmosphere of the session?

Do you have any other comments about the way students reacted to the materials?

Part 4: Your conclusions

Overall, how did you feel that the session went?

Was the pace of the session about right / too slow / too fast?

How would you judge the level and complexity of the material, in relation to the students' capacities?

What were the outcomes of the session? Were they in line with the objectives?

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

What would you say were the principal strong points and weak points of the materials used in this session, for **the students**?

- Strong points

- Weak points

And what would you say were the principal strong points and weak points of the materials, for **the teacher**?

- Strong points

- Weak points

Do you have any suggestions for improving the activity you observed or the way it is presented?

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