

Teaching observation feedback form

Name of teacher: Joe Greenwood	Name of observer: Colleen McKenna	
Course: GV101	Time: 12-1	Date: 16 Nov 2018
Topic:		No. of sts: 15
Teaching aim of the class:		

Comment on the following:

Structure and timing of the class (Did the stages of the class follow logically? Did they combine a variety of foci and tasks? Was the timing for each stage appropriate?)

Overall, this is a well-organised session in which a great deal of learning appears to take place. The session is highly participatory and closely aligned to the course readings and the broader curriculum. Throughout you reinforce the organisation of this class and of module itself. There's a strong sense of the intellectual sequencing of activities, the teaching sessions and the broader curriculum and I think this explicit structuring is helpful to first year students in particular.

You open by carefully signposting the class topics and activities and this structure is further reinforced by the handout. (It's a nice touch to have the handouts on the tables as students come in.)

You indicate clearly the structure of the class:

- Feedback on the classes so far
- Reading overview and content example
- Group discussion

Following a discussion of the formative feedback on the classes, you convene a brief plenary segment in which you offer an overview of the reading and take questions. You deal with these in exemplary fashion, mentioning that you'll follow up on any questions that you can't answer.

You divide the class into 4 groups and you let them choose which question they will address. You provide clear instructions and the use of Padlet to record answers is excellent, not least because students can revisit the work of their peers outside of the class. There's soon a buzz in the room as the groups begin to address their topics. You move around and have a substantive discussion with each set of students. This segment of the class is about 25 minutes long and generally the energy is sustained and groups broadly stay on topic. (The exception is the back group who are along a line and they don't speak collectively once you've left them to speak with another group. We spoke about the possibility of getting them to rearrange their tables so that they are all making eye contact with one another.)

You helpfully offer a 1-minute warning and then move into the closing plenary discussion.

The quality of the plenary discussion is excellent and you occupy a role almost akin to the conductor of an orchestra as you cue people into the plenary, drawing on the knowledge that you gleaned as you moved amongst the groups. It was clear that you were ensuring both women and men had opportunities to speak. Additionally, you expertly addressed the question(s) that had been posed at the start of the hour, thereby bring a nice sense of closure and completeness to the class.

Student participation (Did the students actively engage with the topic during the class/lecture? Did they develop skills they will need for the assessment? Did the tasks/approach mean they are more likely to prepare for the class/lecture?)

Student engagement is generally excellent. People are speaking straightaway and seem very focused on the questions. There's a good energy in the room and students appear to be taking a reasonably sophisticated, higher level approach to the discussion. The quality of student contributions is high.

I'm impressed thru-out by the high quality of student contributions and it would appear that they are taking responsibility for their learning.

One thing to be aware of is that 3 of the 4 groups tend to take a break from the topic and discuss other things or go quiet immediately after you have spent time with them.

Teaching manner (Did the teacher appear authoritative, confident, open, engaging etc.?)

You come across as highly committed to student learning; you are both enthusiastic and authoritative about the subject.

You seem to have a strong rapport with the group and you've helped establish a learning community. You are also highly responsive – tailoring the plenary element of the class to accommodate questions, comments and your observations from the small group conversations.

Additionally, the collection of midterm feedback and the discussion of this at the start of the hour further demonstrates your responsiveness and interest in establishing a learning community. Finally, you are reassuring: you tell students at the start of the hour that there will be 'ample' support for them as they develop their essays and revise for exams.

The class is characterised by an excellent use of questions throughout. Throughout, you frame knowledge construction in terms of questions and students respond positively to this.

Visuals (Did the use of the white board/ slides/ handouts, etc aid the clarity of the information / flow of the class/lecture?)

The handouts work very well to offer a structure to the session and it's an excellent touch to have them on the tables as students come into the room.

In terms of PowerPoint, you might consider reducing the text on each slide – perhaps a slide per reading?

The slides with instructions for the group activity work very well indeed – they are clear and help students stay on task.

Your use of Padlet is inspiring! It functions as an excellent means of helping students focus their discussions as well as recording and sharing them.

**Conclusion and areas for further development/reflection for the teacher being observed.
(Additionally, did you learn anything as an observer?)**

You have an engaging, dynamic approach to teaching which brings a creative energy to the room. You use an inviting, conversational approach in your teaching, and you position students as fellow thinkers in the field. This all adds to a strong sense of the class as a learning community.

Additionally, the shared resource based on students' assigned countries sounds excellent- if quite a lot of work, as we discussed.

Here are a few suggestions:

- Consider starting at 5 minutes past the hour to allow students coming from other classes to be there at the beginning of the class
- Perhaps create less text-heavy slides.
- You might watch the speaking pace just a bit at the very start of the class. It's just a little on the quick side at the beginning.
- You might encourage the back group to reorganise their tables for the group work so they aren't sitting in a row.
- You might consider shifting a small portion of the time used in group work to the final plenary in order to extend, slightly, this excellent whole class discussion.

Overall, this was a fantastic class!

One thing I'll take away is the use of Padlet for small groups to record sustained, shared thinking.

Thank you again for the opportunity to attend the session.