

**Teaching Observation Scheme Good Practice Report**

**Period of operation:** Academic session 2013-14

**Faculty:** Science **Report compiled by:** Philip Denton

1. No. of staff observed: 49 (inc. PGCert) out of 101 (one-half of Faculty, biennial observation)

2. % of staff with a teaching role observed: 49%

3. No. of trained observers: 18 (not including summer 2014 trainees)

4. Features of good practice noted:

* Use of sticky notes to promote student engagement.
* Excellent use of real-life examples that the students could relate to.
* Good use of Prezzi, including some excellent video footage.
* Discussion of good and bad exemplars to help students engage with marking criteria
* Introduction of material from sources other than the lecture notes.
* Friendly, engaging and respectful interactions with the students.
* Extensive participatory review at the beginning.
* Embedding of live links to textbooks, research papers etc, videos/animations, so that students could activate these when looking through the slides online
* Inclusion of references for both basic and extension material.
* Clear links between parts of the lecture, the learning outcomes and other parts of the course.
* Presentations that were structured appropriately and that were student friendly.
* Subject material taught in context of employment.
* Reference to personal research work in lectures.
* Attempts to engage the students though interaction in lectures.
* Using a variety of learning resources to provide engaging sessions.
* Good standards in term of PowerPoint presentation and audibility.
* Slides/Hand-outs on Blackboard before the session
* Clear introduction that outlined what is going to be taught and what do they need to be able to do/know.
* The inclusion of tasks/activities to promote engagement.
* Clear summary covering what was taught – plus an opportunity (Q&A) for students to clear-up any unclear aspects of the lecture.
* Directed reading for following week and associated areas that will be discussed.
* The creation of clear links between sessions.
* Using assessment relevant tasks:
  + Interpretation of graphs by the students
  + Using easy tasks to promote contribution
  + Multiple tasks spaced throughout the session
  + Setting a task/reading a few weeks in advance to prime the session
* Video clips to stimulate discussion and demonstrate lab techniques
* Graphs to summarise the findings of research papers.
* Textboxes to record student responses.
* Use of worksheets (circulated prior to the session).
* A clear understanding of the process that occurs between the observer and lecturer. This ensures the process is an observation about what the lecturers wants to be observed on – not an assessment of the lecturing style by an observer.
* The use of clear time points within a lecture to ensure the class is following what has been delivered – either via directed questions, show of hands, tasks, and group discussion.
* Reading: reading that was given out in week n, is checked and discussed in week n+1. This ensures that students read and engage in the work outside of the lecture – plus, it encourages a culture that reading is vital for independent development.
* In-class task sheets – these sheets help students to follow a topic in a lecture – and it ensures the lecture is an active learning environment.

5. How will this good practice be disseminated?

* Good practice arising from Teaching Observations and Peer Review was discussed at School away days in June 2014.
* Encouraging interaction is lectures: New MCQ voting feature of Textwall presented to School Staff in meetings in September 2014.

Philip Denton

Associate Dean (Education) Faculty of Science

11/9/14

jgaug14