

Observation Guidelines

The purpose of these comments is to supply the MTh(Ed) student with a 'second opinion' on what appears to be happening during one or more of his/her sessions.

As you observe the student in action, jot down notes in response to the areas outlined below. Try to ensure your note-taking is done as unobtrusively as possible. You may then use these notes as the basis for discussions with the student when you meet after the session.

[NB: the MTh(Ed) student is named 'T' below]

| | <i>Comments</i> |
|---|---|
| <ul style="list-style-type: none">• Group management<ol style="list-style-type: none">1. Is T in sufficient control of the group process?2. Do all the members of the group appear to be participating in the intended learning?3. Is T aware of individuals who may be losing interest or who distract?• Evidence of preparation<ol style="list-style-type: none">1. Does T give the impression of being well-prepared?2. Is T heavily dependent on prepared notes, or able to respond flexibly to diversions?3. Are prepared resources available for the participants themselves to use?• Sense of clear goals<ol style="list-style-type: none">1. Do you sense that T has clear objectives for this session?2. Without asking T, jot down what you deduce to be the 3 or 4 main objectives T has in mind for this session.3. Is it your impression that participants know and share these objectives? | <ol style="list-style-type: none">1.2.3.4. |

(turn over the page)

Observation guidelines ... continued

• Teaching methods

1. How effective and appropriate to the task is T's teaching style?
2. Is there enough variation in methods to sustain interest and promote learning?
3. Do the methods cater for individual levels of response – or cater mainly for the mass?
4. How does T stimulate the participants to think more deeply and make their own discoveries?
5. Does T assume too much or too little of the students?
6. How does T seek to connect theory/knowledge with practice & practice with theory/knowledge?

• Interpersonal relationships

1. Is there a balance between subject-matter and a warmth/responsiveness towards persons?
2. What relationship is being modelled e.g. guru to disciple; preacher; friend to friend? Is this appropriate to the situation?
3. Is the relational level T is maintaining consistent with the beliefs he/she is representing?

• Evaluation through feedback

1. How much feedback is T obtaining to gauge the learning that is occurring?
2. Do you sense that T is responding to this feedback by adjusting the teaching in process?
3. Are the participants seeking and obtaining feedback from T as leader?

Other comments you may wish to make: