**HRDP1 – CLASSROOM OBSERVATION**

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| **Project Component** | 2 |
| **Date/Time of Observation (from-to)** |  |
| **Observation in** |  |
| **Class/Course/Lesson/ Subject observed** |  |
| **Main Learning Goals** |  |
| **Lecturer** |  |
| **No of Students** |  |
| **Type of Students** | Primary student teachers … |
| **Lesson Plan available (please attach)** | 🞐 Yes 🞐 No |

**Instruction:**

Names of lecturers are registered for administrative purposes. They will not be subject to further use in any way. They will not be given to any authority.

The purpose of this TNA is to support the design of a competency framework for TTC Lecturers and to be the groundwork for the design of a TNA.

* Ticking the boxes: Tick “YES”, when it can be absolutely confirmed what the related statement says. Tick “PARTLY”, if the performance could be better in terms of the related statement. Tick “NO”, if the related statement cannot be confirmed, or is inefficient and/or ineffective.

Note: a few statements might refer to specific action not implemented during the observation time, e.g. group work. Do not tick a box then, but write a remark, such as “not applicable here (n/a)” or “was not included in the lesson (n/incl)” etc.

* Section “Remarks”: Add remarks on details, in particular when remarkable in a positive or negative way. If the space is not sufficient, write additional remarks on an extra sheet (bring a note book), if necessary, and refer to the number of the section concerned. Remarks should give details on the phenomena observed.
* 5. Final Comments: Comment what was extraordinary, unique, special or remarkable.

**1. Classroom management**

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| **1A** | | | | |
| **No** | **Classroom set-up** | **YES** | **PARTLY** | **NO** |
| 1 | The classroom is easily accessible for students. |  |  |  |
| 2 | The classroom was big enough to host the students and provided convenience for learning. |  |  |  |
| 3 | The students were seated around desks shaping a U-shape. |  |  |  |
| 4 | The students were seated in rows facing the front (board); the lecturer taught ex-cathedra. |  |  |  |
| 5 | The students were seated in a way they could easily see the visual teaching aids (board, posters, flipcharts etc). |  |  |  |
| 6 | The desks and chairs were easily movable for other seating arrangement, e.g. group work. |  |  |  |
| 7 | There was no damaged furniture students had to use. |  |  |  |
| 8 | The seating order enabled the trainer to turn to and see every student. |  |  |  |
| 9 | The classroom was free from interruption such as visitors, people passing through the room, outside noise or other. |  |  |  |
| 10 | The classroom provides security to prevent theft of training supplies, equipment and students’ possessions. |  |  |  |
| 11 | The classroom had adequate lightning and ventilation. |  |  |  |
| 12 | The classroom provided reliable electricity. |  |  |  |
| 13 | No obstacles troubled the learning process, e.g. computer screens or pillars in the wrong place. |  |  |  |
|  | Remarks | | | |

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| **1B** | | | | |
| **No** | **Materials set-up** | **YES** | **PARTLY** | **NO** |
| 1 | There was a separate table for training materials. |  |  |  |
| 2 | The materials table was easily accessible |  |  |  |
| 3 | The training materials were laid out on a table, but in an untidy way. |  |  |  |
| 4 | The materials were laid out in an inappropriate place, e.g. floor. |  |  |  |
| 5 | Each student received his/her own copy of the training material. |  |  |  |
| 6 | Students had to share materials because of shortage. |  |  |  |
|  | Remarks | | | |

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| **1C** | | | | |
| **No** | **Classroom and training rules** | **YES** | **PARTLY** | **NO** |
| 1 | Trainer displayed general classroom and training rules to be visible for all students. |  |  |  |
| 2 | Trainer participated students to agree on rules. |  |  |  |
|  | Remarks | | | |

**2. Pedagogic-didactic approaches**

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| **2A** | | | | |
| **No** | **Objectives and learning outcomes** | **YES** | **PARTLY** | **NO** |
| 1 | The trainer explained objectives and learning outcomes at the beginning of the lesson. |  |  |  |
| 2 | The students understood objectives and learning outcomes of the lesson. |  |  |  |
| 3 | The trainer’s teaching followed the objectives and learning outcomes given at the beginning of the lesson |  |  |  |
|  | Remarks | | | |

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| **2B** | | | | |
| **No** | **Teaching aides, books, manuals** | **YES** | **PARTLY** | **NO** |
| 1 | Trainer used a variety of teaching aids in some of the sessions, but not in an appropriate way. |  |  |  |
| 2 | Trainer used only one type of teaching aid. |  |  |  |
| 3 | Teaching aids were well prepared and appropriately used. |  |  |  |
| 4 | Trainer exhausted use of slide projection. |  |  |  |
| 5 | Trainer continuously looked in his/her manual and read it out. |  |  |  |
| 6 | Trainer was familiar with the manual and used it sparsely. |  |  |  |
| 7 | Trainer provided students hand-outs and allowed them to use it anytime. |  |  |  |
| 8 | Trainer provided hand-outs and referred to them when students needed to use them. |  |  |  |
| 9 | Trainer referred to resource books when students needed to use them. |  |  |  |
| 10 | Hand-outs were logic, understandable. |  |  |  |
| 11 | Hand-outs were well-designed/edited. |  |  |  |
| 12 | Use of printed hand-outs. |  |  |  |
| 13 | Use of hands-on materials. |  |  |  |
| 14 | Use of electronic devices (audio-visual, computer, projection). |  |  |  |
| 15 | Use of paper-based visualization (flipchart, Metaplan etc) |  |  |  |
| 16 | Other instructional resources *(please list here)*: |  |  |  |
|  | Remarks | | | |

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| **2C** | | | | |
| **No** | **Key messages and content linkage** | **YES** | **PARTLY** | **NO** |
| 1 | Trainer stated at the start of each session what it would be about. |  |  |  |
| 2 | Trainer summarized at the end of each session the foregoing content. |  |  |  |
| 3 | Trainer pointed out the key points of each session. |  |  |  |
| 4 | Trainer referred back to previous ideas introduced. |  |  |  |
| 5 | Trainer encouraged students to refer back to previous ideas introduced. |  |  |  |
| 6 | Trainer used exercises and questions to encourage students to continually use and build on ideas introduced previously. |  |  |  |
| 7 | Trainer linked contents of the lesson to the students’ roles. |  |  |  |
| 8 | Trainer used practical examples related to students’ roles. |  |  |  |
| 9 | Trainer asked students for practical examples where they could apply the theory they were learning. |  |  |  |
| 10 | Trainer helped students relate learned theory they to their (future) work. |  |  |  |
| 11 | Trainer used questions to help individuals to solve their own problem. |  |  |  |
| 12 | Trainer involved the whole group to develop a solution. |  |  |  |
|  | Remarks | | | |

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| **2D** | | | | |
| **No** | **Teaching and learning process, teaching strategies** | **YES** | **PARTLY** | **NO** |
| 1 | Trainer organized individual work properly. |  |  |  |
| 2 | Trainer organized work in pairs properly. |  |  |  |
| 3 | Trainer organised and instructed group work properly. |  |  |  |
| 4 | Trainer made sure the size of the groups would promote optimal learning according to the task given to groups. |  |  |  |
| 5 | Trainer created ways to teach the content (information input) through small group activities. |  |  |  |
| 6 | Trainer ensured that groups had enough time to complete group work. |  |  |  |
| 7 | Trainer ensured that groups made good use of extra time when they finished earlier. |  |  |  |
| 8 | Trainer was available to support during individual, pairs’ or group work at any time. |  |  |  |
| 9 | Work instructions were clear and consistent. |  |  |  |
| 10 | Trainer was able to eliminate students’ confusion. |  |  |  |
| 11 | Trainer displayed work results of students visibly in the classroom. |  |  |  |
| 12 | Students were encouraged to present their work results. |  |  |  |
| 13 | Students’ presentations were not interrupted. |  |  |  |

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| 14 | Trainer discussed and referred to work results of students giving appropriate attention to all results. |  |  |  |
| 15 | Trainer supported students to reflect on their results and improve them when necessary. |  |  |  |
| 16 | The students’ results reflected their understanding of the task given to them. |  |  |  |
| 17 | Trainer clearly identified students’ knowledge and skills gaps. |  |  |  |
| 18 | Trainer prepared the lesson in sequences with changing teaching-learning process mode (e.g. input, group work, group presentation, discussion, energizer etc) |  |  |  |
| 19 | Trainer created the learning process from easy to more difficult, from simple to complex. |  |  |  |
| 20 | Trainer delivered a lesson comprehensive enough without being overwhelming. |  |  |  |
| 21 | Trainer offered a variety of teaching and learning techniques (e.g. brainstorming, work in small groups, pairs, big groups, discussions, presentations of students, energizers, role plays, reflection by students etc) |  |  |  |
| 22 | The lesson used formal presentations by students. |  |  |  |
| 23 | The lesson used hands-on, investigative and research activities. |  |  |  |
| 24 | The lesson used problem-solving activities. |  |  |  |
| 25 | The lesson used proof and evidence method. |  |  |  |
| 26 | The lesson used reading, reflection and written communication. |  |  |  |
| 27 | The lesson used exploratory methods. |  |  |  |
| 28 | The lesson assessed students’ knowledge and skills. |  |  |  |
| 29 | The lesson used other activities. |  |  |  |
| 30 | Trainer provided clear instructions for all activities. |  |  |  |
| 31 | Opportunities were taken to recognize and challenge stereotypes and biases that became evident during the training session |  |  |  |
| 32 | The lesson effectively modeled questioning strategies that are likely to enhance the development of conceptual understanding (e.g., emphasis on higher-order questions, appropriate use of "wait time," identifying perceptions and misconceptions). |  |  |  |
| 33 | The lesson effectively incorporated teaching strategies appropriate for lesson’s purposes and the needs of adult learners. |  |  |  |
| 34 | The instructional strategies and activities used in the lesson reflected attention to students’ experience, preparedness, and learning styles. |  |  |  |
| 35 | Adequate time and structure were provided for students to share experiences and insights |  |  |  |
| 36 | The lesson’s learning objectives were met as planned. |  |  |  |
| 37 | Trainer ended lesson with an interactive lesson summary. |  |  |  |
| 38 | Trainer started lesson on time. |  |  |  |
| 39 | Trainer finished lesson on time. |  |  |  |
|  | Remarks | | | |

**3. Communicative-social approaches**

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| **3A** | | | | |
| **No** | **Motivation and Encouragement** | **YES** | **PARTLY** | **NO** |
| 1 | The students were actively participating most of the times. |  |  |  |
| 2 | The students were bored or sleepy and had problems to follow the lesson. |  |  |  |
| 3 | There were side talks during the lesson. Trainer demanded silence. |  |  |  |
| 4 | There were side talks during the lesson. Trainer referred to it including the side talk comments. |  |  |  |
| 5 | Some students expressed their dislike with the lesson. |  |  |  |
| 6 | The students showed high interest in the lesson. |  |  |  |
| 7 | Trainer explained the need for everyone to participate but made little effort to ensure everyone did participate. |  |  |  |
| 8 | Trainer explained the need for everyone to participate and clarified the roles involved in all activities during lesson to ensure everyone was able to fully participate. |  |  |  |
| 9 | Trainer dominated and students’ views were not valued. |  |  |  |
| 10 | A more open climate was developed where some of the students’ views were encouraged. |  |  |  |
| 11 | Intellectual rigor, constructive criticism, and the challenging of ideas were valued. |  |  |  |
| 12 | Trainer created an atmosphere of respect, trust and openness where all participants were treated as equals and participants and trainers worked together. Different perspectives were actively valued and critical reflection encouraged. |  |  |  |
| 13 | Trainer seemed to be unmotivated. |  |  |  |
|  | Remarks | | | |

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| **3B** | | | | |
| **No** | **Energizers** | **YES** | **PARTLY** | **NO** |
| 1 | Trainer used energizers at appropriate time. |  |  |  |
| 2 | Trainer used energizers as an exercise related to the topic and appropriate for the group. |  |  |  |
| 3 | The energizers activated the students. |  |  |  |
| 4 | The level of activity after energizing increased. |  |  |  |
|  | Remarks | | | |

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| **3C** | | | | |
| **No** | **Interactivity and participation** | **YES** | **PARTLY** | **NO** |
| 1 | Trainer motivated students to actively participate in the lesson and interrupt when they would not understand anything. |  |  |  |
| 2 | Students could ask questions at any time. |  |  |  |
| 3 | Trainer handled questions and comments with calm courtesy and respect. |  |  |  |
| 4 | Participants were intellectually engaged with important ideas relevant to the focus of the lesson. |  |  |  |
| 5 | Students were encouraged to generate ideas, questions, conjectures, and propositions. |  |  |  |
| 6 | Interactions reflected collaborative working relationships between trainer and students. |  |  |  |
| 7 | Interactions reflected collaborative working relationships among students. |  |  |  |
| 8 | Trainer took side talks of students as an opportunity to include their issues to the lesson. |  |  |  |
| 9 | Trainer treated all students equally and fair. |  |  |  |
|  | Remarks | | | |

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| **3D** | | | | |
| **No** | **Communication techniques** | **YES** | **PARTLY** | **NO** |
| 1 | Trainer used a clear voice and was understandable to students. |  |  |  |
| 2 | Trainer maintained good eye contact with all students and responded when participants looked confused. |  |  |  |
|  | Trainer used body language to help communicate ideas visually. |  |  |  |
| 3 | Trainer changed own positions according to the methods of the lesson (standing: input, sitting: discussion, withdrawn: group work) |  |  |  |
| 4 | Trainer had an open body language. |  |  |  |
| 5 | Trainer’s posture was appropriate (not too casual/nonchalant). |  |  |  |
| 6 | Trainer uses students’ comments and statements effectively for the lesson. |  |  |  |
| 7 | Trainer is able to distract students in a respectful way from inappropriate or unsuitable statements. |  |  |  |
| 8 | Trainer does not read from the screen or board, but maintains contact with the students while speaking. |  |  |  |
| 9 | Trainer talked to the audience rather than to the screen, board or flipchart. |  |  |  |
| 10 | Trainer uses visualization (teaching aids) as reference points for conversation with students, not as script. |  |  |  |
| 11 | Trainer handles students’ opinions or misconceptions sensitively using questions and examples to enable them to recognize the correct ideas. |  |  |  |
| 12 | Trainer is able to settle conflicts raising among students without leaving anyone in anger. |  |  |  |
| 13 | Trainer is able to tackle difficult situations between him/her and the students without raising a conflict. |  |  |  |
| 14 | Trainer built in open questions to stimulate dialogue throughout the training process. |  |  |  |
| 15 | Trainer demonstrated respect for, and listened to, the learners, and called them by name. |  |  |  |
| 16 | Trainer validates everyone’s experiences and their right to their own perspective. |  |  |  |
| 17 | Trainer used humor, contrasts, metaphors and suspense. |  |  |  |
| 18 | Trainer varied pitch, speaking rate, and volume, and avoided speaking in monotones. |  |  |  |
| 19 | Trainer encouraged students to give feedback and was able to critically analyse negative feedback about his/her performance. |  |  |  |

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| 20 | Trainer understood topics addressed during training may have an emotional impact on students. S/he was empathetic and understanding about students’ emotional reactions. |  |  |  |
| 21 | Trainer broke up lectures/discussion at appropriate points to move on. |  |  |  |
| 22 | Trainer clarified or rephrased questions to elicit audience participation. |  |  |  |
|  | Remarks | | | |

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| **3E** | | | | |
| **No** | **Presentation, visualization** | **YES** | **PARTLY** | **NO** |
| 1 | Text visualization represented main points of the lesson’s focus. |  |  |  |
| 2 | Graphic visualization supported to convey the key messages of the lesson. |  |  |  |
| 3 | Visualisation components (slides, charts) included only one main idea each. |  |  |  |
| 4 | Text visualisation used key words for messages and did not display unnecessary words (text reduction). |  |  |  |
| 5 | Visualisation components used titles for orientation. |  |  |  |
| 6 | Visualisations used were logical and comprehensible. |  |  |  |
| 7 | Visualisations were well readable and designed to be seen in a classroom also from distance. |  |  |  |
| 8 | Trainer used alternative way of visualisation, not only a single one (e.g. slide projection) |  |  |  |
| 9 | Trainer used effective graphic/picture reference to visualise content. |  |  |  |
| 10 | Trainer used colour to highlight significant parts of the presentation. |  |  |  |
| 11 | Trainer used more than three colours in the presentation(s). |  |  |  |
| 12 | Trainer was able to tackle technical equipment troublefree. |  |  |  |
|  | Remarks | | | |

**4. Subject-matter approaches**

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| **4** | | | | |
| **No** | **Content and didactics** | **YES** | **PARTLY** | **NO** |
| 1 | Trainer provided overview over the subject-matter at the beginning of the lesson. |  |  |  |
| 2 | Trainer referred back to the subject-matter overview several times during the lesson, when appropriate. |  |  |  |
| 3 | Trainer taught technically accurate content. |  |  |  |
| 4 | Trainer answered technical questions from the audience properly. |  |  |  |
| 5 | Trainer has researched the topics and was well informed; students may perceive her/him as credible. |  |  |  |
| 6 | Trainer gave clear answers on students’ questions concerning the subject-matter. |  |  |  |
| 7 | The content was appropriate for the lesson objectives. |  |  |  |
| 8 | The content was appropriate for the backgrounds of the students. |  |  |  |
| 9 | The session effectively built on students’ knowledge of content. |  |  |  |
| 10 | Trainer gauged audience level of technical knowledge and adjusted the presentation accordingly. |  |  |  |
| 11 | Trainer displayed an understanding of concepts (e.g., in his/her dialogue with participants). |  |  |  |
| 12 | Trainer accurately broke down technical/complex concepts in a way participants could understand. |  |  |  |
| 13 | Trainer defined unfamiliar technical terms. |  |  |  |
| 14 | Trainer explained content engaging subject immanent logic. |  |  |  |
| 15 | The trainer’s background, experience, and/or expertise enabled a better understanding of the subject. |  |  |  |
| 16 | Trainer provided illustrative examples. |  |  |  |
| 17 | Content area was portrayed by a dynamic body of knowledge continually enriched by conjecture, investigation, analysis, and proof/justification. |  |  |  |
| 18 | Content was appropriate for the lesson’s purposes and the backgrounds of the students. |  |  |  |
| 19 | Content was sound and appropriately presented/explored. |  |  |  |
| 20 | Adequate methods were used to teach the subject-matter. |  |  |  |
| 21 | Practical applications were related to the subject-matter during the lesson. |  |  |  |
| 22 | Evaluation was applied related to the subject-matter during the lesson. |  |  |  |

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| 23 | Participants were intellectually engaged with important ideas relevant to the subject-matter. |  |  |  |
| 24 | Trainer managed effectively own knowledge gaps. |  |  |  |
|  | Remarks | | | |

**5. Final comments**

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| **No** | **Specification of trainers gaps** | **Area** |
| 1 |  | Classroom management |
| 2 |  | Pedagogic-didactic |
| 3 |  | Communicative-social |
| 4 |  | Subject-matter |