# PCAPP Teaching Observation Form

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| **Part 1** **Pre** **Observation**  **to be completed by the participant** | | |
| **Name**  Nat Das Neves Rodrigues | | **Department**  Chemistry |
| **Observer’s name**  Sara Hattersley | | **Observer’s department**  LDC  Mentor (x) Peer **Adviser (x)** |
| **Date of session** 8 February 2017  **Time** 11am-12pm  **Venue** Oculus OC0.03 | | |
| **Module title**  **Session Title**  **Level**  **Year** 1st Year | | **Nature of session**  **Lecture (x)**  Seminar  Tutorial  Practical  Demonstration  Lab work  Workshop  Other Please provide details |
| **Learning outcomes**  *Please detail the learning outcomes for the session* | | |
| **What areas of your teaching would you find most useful to receive feedback on for this session?** | | |
| **Part 2 Post observation**  **to be completed by the participant** | | |
| **What went well during the observation?** | **Were there any challenges?**  **What could have been improved?** | |
| **If you have completed observations for PCAPP prior to this one, what feedback did you incorporate and how?** | | |
| **Part 3**  **to be completed by the observer** | | |
| **Please provide feedback on the areas identified by the participant** (see above) | | |
| **Please comment on the following aspects of the session** | | |
| **Planning, organisation and structure.**  *Consider aspects such as: clarity of structure, context, links with previous sessions, learning outcomes and how these were communicated to the students.*   * You discussed the feedback form at the start of the session and explained why it was important to you to gather this evaluation of your teaching. * You ensured the message about using NearPod had reached students – most students arrived prepared with the app on their devices. * You might have taken a little bit more time and a steadier pace at the beginning, to fully explain learning outcomes for the session, how you planned to use NearPod (what’s it for), that you were assessing formatively etc. * It is helpful to ‘signpost’ students to what is happening throughout the session (for example, ‘I’ll spend the first 20 minutes talking about…’ or ‘in the last 15 minutes we will…’) | | |
| **Delivery**  *Consider aspects such as: selection of appropriate methods and approaches, presentation, pace, timing, use of language and the choice of learning resources*   * Your delivery style is pacey but clear – you are very expressive with good eye contact and gestures which support the presentation. * You delivered the oral explanation alongside slide content very well (for example ‘Obtaining TR-IY traces’ slide). You used intonation well, and clicked through the ‘stages’ in the diagram at timely intervals. Students were very engaged at this point, and at similar points during your lecture. * Your timing was immaculate, leaving opportunity for questions at the end and adequate time for students to leave the lecture theatre afterwards. * Concepts were delivered effectively through a range of slides which were modern in presentation and which represented just about the right amount of resource for the session. * You used discipline-specific terminology which was known to students, but also had a relatively informal style of language in between, which suited to cohort. | | |
| **Content** (if suitably qualified to comment)  *Consider aspects such as: content pitched at correct level, currency, accuracy use of examples.*   * You know your content well and are not dependent upon reading from the slides, instead highlighting key points as appropriate. * You might have articulated the NearPod question (to the whole group) for those who could not see it on the app. The other option would be to show the results on the screen – this would enable all to engage with the content, even if they were not giving an answer. * Your slides are excellent, with good interactive content including multimedia, infographics and clear font size and style. * ‘What you’ve already learnt’ slide is a great idea as it makes explicit the prior learning * You drew on the historical context of what you were presenting today (e.g. the chemist, the history of sunscreen from the 1930s to present day). It is great to provide students with this context; to situate their knowledge. * You ensured that you were formatively assessing content that had already been covered in previous lectures and made this explicit to students. * You gave students some good advice about knowledge and understanding they needed for the slides and related it to the course in general and their summative assessment, specifically. * You missed an opportunity to show student contributions on the screen from NearPod – it is a powerful learning tool for students to be able to see and reflect on each other’s responses. This would have worked particularly well for the drawing activity. * You structured the content well, leading an incremental path to deeper knowledge and understanding and students applying that knowledge through the NearPod questions. | | |
| **Student engagement and interaction**  *Consider aspects such as: use of questioning, determining student comprehension, management of student interactions/questions, rapport, consideration of student diversity.*   * You used NearPod and most students had access to this app- good preparation. Not all students had access to the app, however, so you need to find ways to engage those students. You did ask, but for those without the app it was a little harder to remember and answer the questions I think. * For those who did have the app, there were lots of opportunities for students to self-assess their knowledge and understanding against the model answer, which you presented clearly on the screen. * Try to take opportunities to engage students’ prior knowledge through questioning. Sunscreen is something they will all know about, so you could have asked them, for example, if they could guess when sunscreen was invented (at the start of the session). * You struggled to get responses from individuals when you asked for feedback orally. Perhaps a show of hands on how difficulty/easy they found the content would have worked better. * You need to ask more questions about whether students are understanding. One student asked a question after 45 minutes, but there were no other opportunities for them to ask as your presentation was slick and pacey. * You took time to talk to students at the end – you have a great relationship with students. * You got a round of applause at the end – students must have enjoyed the session! | | |
| **Overall style and ambience**  *Consider aspects such as: creating an appropriate learning environment, enthusiasm, confidence.*   * You delivered the session enthusiastically and certainly conveyed your passion for physical chemistry! It was very positive to end on this note; to encourage students to re-think their opinions on the subject and/or to consider research in this area. * The learning environment is a good one – a lecture theatre but with a relatively intimate feel. You capitalised on this environment, in particular making use of the presentation technology. * You seemed very confident…even though you confessed to not feeling this way! It is important for students to have confidence in you, so I hope that this session will help you to feel like you could do it again! | | |
| **Recommendations and agreed actions**  This was a very enjoyable session and you capitalised on the (usual) opportunity to present an additional lecture at the end of a series. You have lots of relevant skills, good subject-knowledge and excellent presentation skills and were bold enough to try a new technology, which was great. This use of technology also enabled direct student engagement, self-assessment and for you to evaluate the knowledge in the room. You projected well and were purposeful in your delivery.  Whilst your pace is good and engaging, you might consider taking your time at the start of the session to give students a firm ‘direction of travel’, including reviewing anticipated learning outcomes. Whilst the use of NearPod was good, unfortunately not all could access the app, and so you need to find ways to make the experience equitable for those who could not see it. In this case, projecting the questions and results on the screen would have significantly helped this. In addition, find other ways to engage students that don’t involve the technology, by asking for a show of hands, asking directed questions and drawing on prior knowledge where you can. | | |
| **Participant**  Name Nat Das Neves Rodrigues  Signature  Date | **Observer**  Name Sara Hattersley  Signature  Date 09/02/17 | |