

Teaching Observation Record

(1) Name:	(2) Subject area:	
(3) Student Group:		
Stage One	Stage Two	Stage Three
(4) Nature of student group: <ul style="list-style-type: none"> <input type="radio"/> All home students <input type="radio"/> Most of them are home students <input type="radio"/> Most of them are international students <input type="radio"/> All international students 	(5) Class size: <ul style="list-style-type: none"> <input type="radio"/> Under 20 students <input type="radio"/> Between 20 and 50 students <input type="radio"/> Above 50 but under 100 students <input type="radio"/> Above 100 students 	
(6) Nature of teaching session : Lecture Seminar Tutorial Laboratory		
(7) Have you seen/heard that learning outcomes for this session presented by the lecturer? <div style="display: flex; justify-content: space-around;"> Yes No </div>		
(8) Have you heard any discussion by the lecturer regarding a linkage of this session with <ul style="list-style-type: none"> <input type="radio"/> Other sessions within this module <input type="radio"/> Other modules at the same stage <input type="radio"/> Other modules at other stage 		
(9) How does the lecturer deliver his/her session? Please tick all relevant options: <ul style="list-style-type: none"> <input type="radio"/> Through Powerpoint slides <input type="radio"/> Writing on the board <input type="radio"/> Demonstration through machines <input type="radio"/> Class activities <input type="radio"/> Discussion with students <input type="radio"/> Class games <input type="radio"/> Using audio-visuals (video, audio files) <input type="radio"/> Explaining/conveying concepts <input type="radio"/> Providing examples <input type="radio"/> Summarising the key points <input type="radio"/> Others (please specify) _____ 		
(10) How do students participate in teaching? Please tick all relevant options: <ul style="list-style-type: none"> <input type="radio"/> Answer questions (factual, reflective, specific, open, closed) <input type="radio"/> Ask questions (factual, reflective, specific, open, closed) <input type="radio"/> Discuss with following students <input type="radio"/> Participate class activities <input type="radio"/> Participate class games <input type="radio"/> Others (please specify) _____ 		
(11) Additional comments: 		

*** Please make sure you keep copies of available teaching materials for this session for further interviews.

Further explanation of purpose of each question:

- (1) This question is to identify interviewees
- (2) This question will be used as one of evidences to support disciplinary-based approach for educational development.
- (3) As different stage means different level of requirements for teaching and learning outcomes, identification of a stage of students will benefit our understanding of different approach of the lecturer used. It will also be useful to check whether the lecturer understands and operates different level of requirements.
- (4) Nature of student groups should influence the lecturer's teaching behaviour. This question is to check how the lecturer reacts and deals with dynamics of student groups.
- (5) Class sizes will impact what methods the lecturer can use to teach. This question is to check whether the lecturer use appropriate approaches to deal with relevant class size.
- (6) Nature of teaching session will influence the style of teaching and methods the lecturer will use.
- (7) This question is to check whether the lecturer pays attention to curricular knowledge. Relates to the pedagogical principle of organisation discussed by Bligh (1972); Leinhardt (1987; 1989) and McKeachie (1994) – all cited in Saroyan & Snell, 1997.
- (8) This question is to check whether the lecturer pays attention to curricular knowledge (see references related to point 7)
- (9) This question is to establish the teaching style of the lecturer. It can also be used as one of evidence to support disciplinary-based approach for educational development.
- (10) This question is to understand the role of students in the teaching session. This question gathers evidences to establish the teaching style of the lecturer. Relates to the pedagogical principle of interaction discussed by Marton & Saljo, 1976; Ramsden, 1992; McKeachie, 1994.
- (11) This question is for the observer to gather threads for further interview with the lecturer. The observer needs to consider content, process and premise the lecturer use in order to address instructional knowledge, pedagogical knowledge and curricular knowledge. Episodes of teaching activities/process