Teaching Observation Record

(1) Name:  
(2) Subject area:  

(3) Student Group: | Stage One | Stage Two | Stage Three  
|------------------|-----------|-----------|-----------|

(4) Nature of student group:  
- All home students  
- Most of them are home students  
- Most of them are international students  
- All international students  

(5) Class size:  
- Under 20 students  
- Between 20 and 50 students  
- Above 50 but under 100 students  
- 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?  
- Yes  
- No  

(8) Have you heard any discussion by the lecturer regarding a linkage of this session with  
- Other sessions within this module  
- Other modules at the same stage  
- Other modules at other stage  

(9) How does the lecturer deliver his/her session? Please tick all relevant options:  
- Through Powerpoint slides  
- Writing on the board  
- Demonstration through machines  
- Class activities  
- Discussion with students  
- Class games  
- Using audio-visuals (video, audio files)  
- Explaining/conveying concepts  
- Providing examples  
- Summarising the key points  
- Others (please specify) ________________________  

(10) How do students participate in teaching? Please tick all relevant options:  
- Answer questions (factual, reflective, specific, open, closed)  
- Ask questions (factual, reflective, specific, open, closed)  
- Discuss with following students  
- Participate class activities  
- Participate class games  
- 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