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exchange

Theories, Policies & Practices



Briefing: Observations/reviews of teaching practice

18 January 2023

Welcome! We'll start at 14:00. Please keep your mic off for now. Use the chat window to say hello and let us know how you're doing today.

(Use the purple button on the bottom right of the screen)

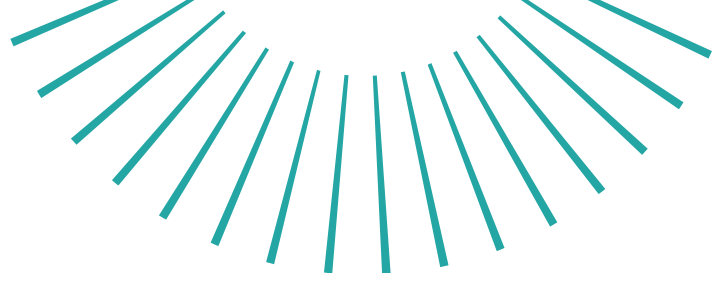
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Today's session:

- Temperature check: how do you feel about being observed?
- Unit requirements
- The process
- Activity: responding to feedback on teaching
- Plenary/'take-aways'
- Example feedback exchange & your questions

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**How do you feel about someone
watching you teach?**

→ Use the whiteboard... it's anonymous!



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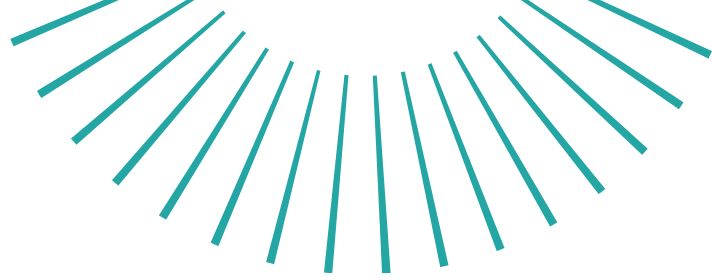
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Unit requirements

- One observation OF a peer
- **One observation BY a peer**
- **One observation by your tutor**

- Pre-observation form (OB1) and observation report (OB2) for each observation
- OB2 forms should include a response from the observee
- TOTAL: Six forms

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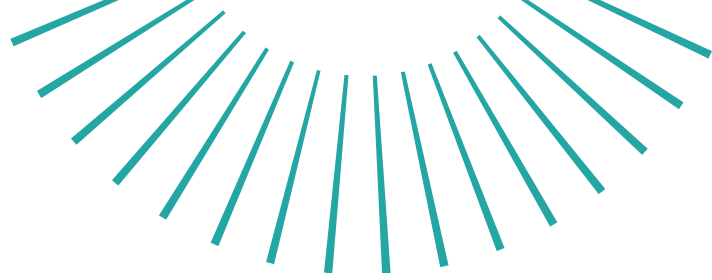
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Process: Observee (OB1 form)

- Status and history of the learning group
- Content of the session and its context within the curriculum
- Aims and objectives of the learning session
- Anticipated outcomes of the learning session
- Any potential difficulties or areas of concern
- How the students will be informed of the observation
- Any particular aspects that the observee wishes to receive feedback on
- Preferred time/place/medium for feedback



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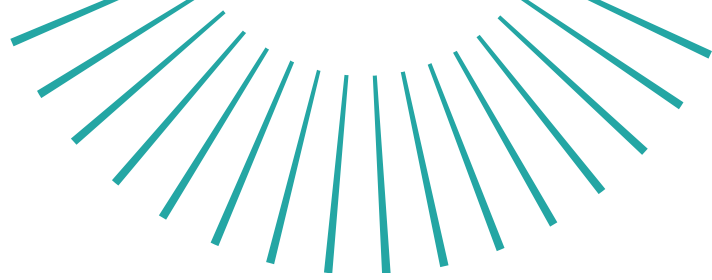
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Process: Observer (OB2 form)

- *Up to 60 minutes* live observation of interaction with learners
- Observer does not participate in the session
- Emphasise the type of feedback requested
- Generally, focus on what learners are doing and the influence of the teacher.
- Keep notes to no more than a page or so
- Sketches/diagrams of the room can be very helpful
- Prompt feedback is best (within two weeks)



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Alternatives to live observation

If a live observation isn't possible, you could review (together):

- A recording of an online taught session
- A plan for a session or activity
- A resource or brief
- Formative feedback on students' work in progress
- Summative assessment of student outcomes

Reviewee completes an OB1 form, reviewer completes an OB2 form, just as for an observation.



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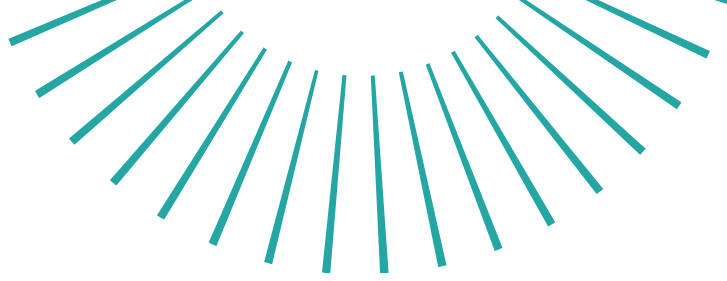
Activity:

Responding to feedback on teaching

Read the short case study from Bruce Macfarlane's 2004 book *Teaching with Integrity: The ethics of higher education practice* (Routledge). Consider:

- What appear to be the richest opportunities for development in Stephanie's teaching practice?
- What tips would you give Stephanie to help her to overcome her defensiveness?
- What kind of *fun* can we have with this? What questions does this case study raise that we can *play* with?

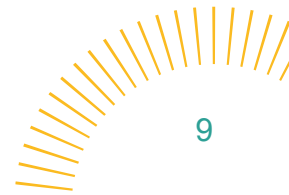
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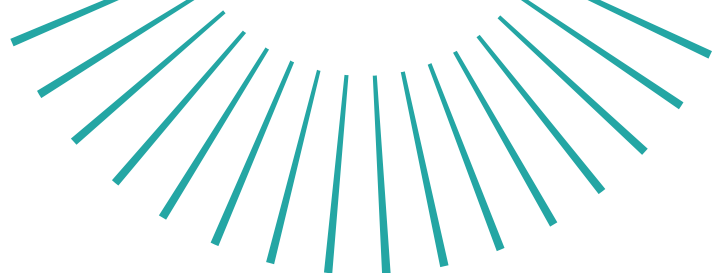
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Take-aways:

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Example observation feedback

Take a look at the file 'sample observation feedback exchange' on Moodle.

Does this raise any other questions for you about the observation process?

If so, now is the time to ask them 🗨️

