

---

## Class Observation

### **Introduction:**

Internal class observation can make a significant contribution to the enhancement of the education quality when applied effectively to the evaluation of teaching and learning. As part of the observation process, internal peer observers may wish to observe classes and evaluate the contribution that faculty makes to achieve the stated intended learning outcomes (ILOs). The results of internal class observation process will be used as part of the evidence based in quality assurance systems.

### **Purposes of Class Observation:**

The purpose of observing classes is to collect evidences by direct observation of the quality of the teaching and learning as well as to draw reasonable inferences on, such as, the appropriateness of the teaching methods and the classroom facilities. The peer-observer feedback should be checked against other related source of evidences.

### **Class Observation Policy:**

The department council or any it is committees should nominate the peer observer according to the academic regulations in the university to observe one teaching session of his colleague. At the end of the session the observer, write a report about his observation and the improvements that should be carried out.

The policy of the class observation process includes the following:

- It is a developmental rather than a judgmental process.
- All teaching staff should be observed in principle.
- Feedback given should be formative, not summative.
- Should be sufficiently flexible to respect the pedagogical differences between disciplines.

- 
- Should be kept a confidential process - with feedback strictly confidential to the observer and the observed.
  - The normal frequency for class observation of teaching should be once each academic year.
  - Departments/programs should keep a simple record of class observation, recording the names of the observer and observed, the relevant program of study/course, the date and location of the observation, and the type of teaching session observed.
  - The evaluation should done by using the standard observation form below.
  - The evaluation made by the observer will form part of the evidence base for the internal quality assurance system.

### **Class Observation Mechanisms:**

Before observing a class, the peer observer should read any existing background information, such as the course and program specifications and the student or course handbook, and meets the lecturer briefly for up to about 10 minutes. The purpose of this preparation is to establish the context for the class, its place in the sequence of the teaching program, its objectives, and the lecturer's intentions for the chosen methods of teaching and learning.

The peer observer will not normally attend a class for less than 15 minutes or for more than one hour. The observer is strictly an observer and in no circumstances should intervene or take part in any way in the teaching or group activity.

Observer will evaluate:

- The clarity of the classes' stated objectives and their relationship with the intended learning outcomes stated in the course and program specifications;
- The extent to which the class contributes to the specifications;
- The appropriateness of the selected teaching methods and the levels of participation by the students,
- The effectiveness of teaching methods and suitability for different levels of intended learning outcomes,

- 
- The effectiveness of the development of relevant subject-specific, transferable and practical skills; and
  - The appropriateness of the facilities (accommodation, equipment, use of texts and other teaching aids).

The observer may arrange with the observed to hold a brief discussion (not more than a few minutes) shortly afterwards in a private place to share reflections on the effectiveness of the class. The discussion can clarify any points that arise and will provide an opportunity for the member of staff conducting the class to offer a self-evaluation of the effectiveness of the session if they wish.

## Class Observation Form

<i>Basic Information</i>				
Program name:		Course name:		
Level:		Topic:		
Date:		Length of observation (min.):		
Number of students (approx.):		Nature of session:		
observed staff:		Peer-Observer:		
<i>Documents Observation Form</i>				
Program Specification	<input type="radio"/>	Course Specification	<input type="radio"/>	Others:
Course Report	<input type="radio"/>	Course File	<input type="radio"/>	

No.	Item	Needs Improvement	Satisfactory	Not Observed	Comments
<b>Class Organization</b>					
1.	Staff states clearly objectives of the session.				
2.	Staff explained major/minor points with intelligibility.				
3.	Staff defines terms, concepts, and principles.				
4.	Staff integrates materials (examples, cases, simulations) from "real world".				
5.	Session structure clearly outlined.				
<b>Session Content</b>					
6.	Staff demonstrates enthusiasm for the subject matter.				
7.	Staff selects learning experiences appropriate to level of learning.				
8.	Staff presents up-to-date developments in the field.				
9.	Content is coherently related to the subject and to the learning objective for this session.				
10.	Resources are appropriate to learning needs of session.				
<b>Teaching Methods and Materials</b>					
11.	Teaching method and materials relate to learning objectives.				
12.	Transitions between ideas are smoothly done.				
13.	Staff engages students actively.				
14.	Staff uses clear questioning and/or coaching strategies.				
15.	Staff provides well-designed materials to meet the objectives of the session.				
16.	Staff employs non-lecture learning activities (i.e., small group discussion, student-led activities).				
17.	Staff uses other tools/instructional aids (i.e., technology, computer, video, data projector).				

Teaching Method and Materials for Lab					
19.	Staff demonstrates the use of equipment and techniques needed.				
20.	Staff incorporates safety procedures.				
Faculty Member-Student Interaction					
21.	Staff responds appropriately to student questions and inquiries.				
22.	Staff invites class discussion and solicits student input.				
23.	Staff demonstrates awareness of individual student learning needs.				
24.	Staff takes into account student diversity (cultural, language, accessibility for special needs etc.).				
25.	Students are actively engaged in the class.				
Overall Style and Ambience					
26.	Staff can heard and understood effectively.				
27.	The overall class atmosphere is participatory.				
Other comments about the observation:					
----- Peer-observer Signature					