

Observation form

To be filled in by the person doing the observing

What went well with the session (eg structure, activities, clarity, pace, organisation, interaction, body language, visual aids, enthusiasm)?

A very well delivered classroom lecture. A structured, power point presentation was used. It was adequately timed and paced appropriately.
Lucy created a relaxed atmosphere in which students could contribute easily.
The use of language within the presentation was suitable for this first year group. It seemed that effort was made not to over complicate the content whilst avoiding patronizing students.
Lucy presented clearly and explained topics well all whilst maintaining positive, open body language and a welcoming smile!

Can you identify areas for reflection and possible improvement (as above)?

I would suggest including some student centered questions from the very beginning which may provide the opportunity to find out about prior knowledge. (Some students were previously employed dental nurses) This is often much easier to do in small group sizes like this. It often allows for greater student interaction as well.
There is potential for increased use of visual aids to make slides less 'wordy'
Good use of student activity/role play at the end of the session however something which included all students might have been more effective at engaging more of the class.
Potential for demonstration videos and other aids to be included in order to organise the session even more and prevent repetition.

Do you have any comments on specific areas of focus identified prior to observation?

Lucy was concerned about pace and correct utilization of power point slides. I found that she did both very well.
Class interaction improved as the session went on (suggestions above regarding how to maybe enhance this further)

What have you learnt that you can use in your own teaching?

The importance of good body language and use of the floor!
The importance of continually seeking new ways to engage students and create an inclusive teaching environment.