

## Lecture Observation Schedule (Formative)

Lecturer:

Class:

Observer:

Date of observation:

Area of focus	Aspects done well	Aspects that could be improved upon	Suggested action(s)
Rapport, & engagement with students			
Structure, pacing and variety of the lecture (e.g., clear beginning, wrap up, clear segments, varying activities/strategies)			

Use of supporting resources/visual aids (overheads, PowerPoint, student handouts etc.)			
General presentation skills (voice, written/board work, movement etc.)			
Steps to monitor/check student learning			
Generation of interest (e.g., through relevant/topical examples, scenarios etc.)			

Management of the audience (handling questions, disruptions, in- lecture activities, time in/time out, etc.)			
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## Lecture Observation Schedule (Summative)

Lecturer: \_\_\_\_\_ Observer: \_\_\_\_\_

Date of observation: \_\_\_\_\_

Unit: \_\_\_\_\_ Year: \_\_\_ Size of class: \_\_\_\_\_

Observer/ reviewers are free to use any form of scoring they wish, in consultation with the lecturer/reviewee. It is suggested that an appropriate one might be:

3—well done

2—done in an average way

1—not done well

NA—not applicable/ not observed

### 1. *Introduction and orientation*

Purpose, objectives of this lecture explained

Relationship to previous material explained

Place in the unit content explained

### 2. *Knowledge*

Seems to know subject matter

Clarity of explanations/ demonstrations

Lecture has overall logic/ sequence/ rational development

### 3. *Getting students involved*

Asks questions, waits for/ expects an answer

Asks rhetorical questions as part of discourse

Requires students to discuss an issue

Engages in report-back on result of small group discussion

Invites questions and waits

### 4. *Attitude*

Projects enthusiasm for the subject matter

Takes deliberate steps to interest students in material

Projects accessibility, available to enquirers after lecture

Deals with disruptive students appropriately

5. *Technique*

Uses audio/visual material; e.g. PowerPoint, in a way which is helpful to students

Varies the presentation

Signals transition points in the lecture

Emphasises important points

Clearly differentiates principles, examples and applications

Maintains eye contact/ looks at audience

Speaks clearly

Maintains an appropriate pace

Makes regular comprehension checks

Writes clearly

Provides support material where appropriate

6. *Conclusion and recapitulation*

Recapitulates at conclusion

Asks for questions

Deals with questions

Flags next lecture

Uses minute paper

Finishes on time

*Further comments on this lecture:*