**Laboratory Observation Checklist**

(Adapted from Charles Sturt University, <https://www.csu.edu.au/division/learning-and-teaching/home/teaching-staff/peer-review/peer-review-tools-and-resources>)

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| Criteria | Comments |
| * Learning Design
* *Structures learning experiences to assist student understanding*
* Provides a clear overview which includes expected learning outcomes
* Provides clear task descriptions, procedures, purpose
* Presents information in a way that it is clear and logical to students
* Ensures students are aware of safety issues in the learning environment
* Summarizes key points and links to next/future learning experiences
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| * *Arouses learners’ curiosity*
* Encourages student involvement/curiosity through problem based questions/activities
* Uses real world stimuli
* Challenges assumptions
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| * *Designs learning experiences which cater for diversity among the student group*
* Plans a variety of engagement activities
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| * *Builds bridges between teacher understanding and student learning*
* Exhibits mastery of the techniques, procedures etc.
* Connects with tasks from the previous practicals where appropriate.
* Gives clear explanations of techniques
* Demonstrates use of equipment (where appropriate)
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| Student Engagement* Students are engaged in the laboratory session (ask questions, collaborate with peer etc.)
* Opportunities are provided for students to engage in the learning experience (e.g. ask questions, discuss with neighbour, etc.)
* Uses verbal interactions/questions linked to students’ experiences to engage students
* Input and feedback is sought from students
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| Presentation skills* Voice can be clearly heard, varied, appropriate pace
* Uses voice/non-verbal cues to convey energy and enthusiasm
* Non-verbal communication (eye contact with the whole audience, body posture, movement)
* Media well integrated into the session (where appropriate)
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