**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 |  |
| * *Arouses learners’ curiosity* * Encourages student involvement/curiosity through problem based questions/activities * Uses real world stimuli * Challenges assumptions |  |
| * *Designs learning experiences which cater for diversity among the student group* * Plans a variety of engagement activities |  |
| * *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) |  |
| 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 |  |
| 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) |  |