**Guidelines for Classroom Visits by**

**Colleagues, Chairs, Associate Deans and Deans**

1. The observer arranges with the Instructor to attend a class session appropriate for the observation of the Instructor’s skills as a University teacher. Normally the class session will be 50 minutes in length.

2. The observer should plan to be in attendance before the class begins and remain until the class is over. For classes of two hours or more, the observer should arrange with the instructor to wrap up the first part of the class and take a short break after the first 50 minutes of class so the observer may leave.

3. It is recommended, but not mandatory for the observer and instructor to meet prior to the class. This meeting may be used by the instructor to explain his/her objectives for the class session to be observed. If the instructor plans to take an approach in the class that is experimental or unconventional the prior meeting provides an opportunity for the instructor to explain what s/he is attempting to achieve in the class.

4. It is recommended the instructor provide the observer with copies of instructional or other relevant material to orient the observer to the class.

5. The observer may use the reverse side of this sheet or another sheet to take accurate notes on the instructor’s demonstrated teaching abilities in the class session.

6. If the observer doesn’t have an opportunity to review his/her observations with the instructor after the class ends, a timely meeting for this purpose should be scheduled.

7. Reminder: an important principle of effective classroom observation emphasizes the value of feedback not only on what you observe, but also on what the instructor might have done to improve the learning experience for students.

8. For observation in laboratories the observer should be in attendance for the laboratory introductory lecture (usually 10-15 minutes), and should remain for a further 10-15 minutes to observe the interaction of the lab demonstrator with the students.

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| Instructor: Evaluator: | |
| **INTRODUCTORY ACTIVITIES** | |
| **Instructional Skill** | **Comments** |
| How does the instructor meet the class? |  |
| Outline/Objectives/overview for session given?  Tie in with previous session? |  |
| Instructor conscious of physical stings/problems? |  |
| **PRESENTATION** | |
| Does there appear to be a plan for the class? Instructor well prepared? |  |
| Is the instructor organized and logical in the presentation? |  |
| Are complex ideas explained clearly? |  |
| Are key concepts/important point emphasized? |  |
| Speaking skills/eye contact/mannerisms. |  |
| Variety of techniques/aids. |  |
| Use of blackboard/whiteboard/projector. |  |
| Use of questions or feedback techniques. |  |
| Response to students’ questions. |  |
| Pace of presentation. |  |
| Use of examples. |  |
| Confidents/enthusiasm of Instructor |  |
| Participation – students active or passive? Attentive? |  |
| Control of class/general atmosphere. |  |
| Other comments. |  |
| Suggestions for development. |  |
| **WRAP UP** | |
| **Instructional skill** | **Comments** |
| Instructor’s expectations/student responsibilities clear? |  |
| Session drawn together/summarized usefully? |  |
| Time for questions? |  |
| Transition to next session? |  |