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# CEMPS Physics and Medical Imaging

# Class Observation Record

This is designed to be used as a **three-stage process**, set out in the next three pages.

The **first** page allows the person who will be observed to explain to the observer his/her intentions for the class – how the students should have prepared for the class, what they should gain from the class, how that will be checked or tested.

The **second** page is a checklist of points that the observer should be looking for during the class, in the context of the purpose of the class as explained on the first page.

The **third** page is to encourage the person who was observed to reflect upon the observer’s comments on the second page, and upon his/her own views of the success of the class, in the context of the purpose as set out on the first page.

For more information, refer to <http://newton.ex.ac.uk/handbook/ALL/PeerGroups.html>

**Omitting any of these stages will greatly reduce the value of the exercise.**

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| Name of person observed |  |
| Programme of study |  |
| Title of module (module number) |  |
| Level of module |  |
| Location of class within the module (*e.g.* week number within the total weeks) |  |
| Type of class (lecture, lab, seminar...) |  |
| Number of students |  |
| Duration observed as a percentage of the scheduled duration of the class |  |
| Name of observer and date  |  |

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| **1 Preparation - before the class is observed**: to be completed before the class by the person being observed, and given to the observer before the class |
| **Broad aims of this class within the programme** *How does it link backwards/forwards/sideways to other classes in this or other modules?*  |
| **Specific intended learning outcomes of this class** *What do you want to achieve from this class - in terms of subject-specific outcomes, core academic outcomes, personal skills outcomes? How do you propose to check the extent to which these have been achieved?* |
| **Students’ preparation for this class** *How were the students expected to prepare for this class - general reading, specific reading, specific assignment, assignment given to selected students? How serious are you about that expectation?* |
| **Assessment of the intended learning outcomes** *How/when will these be assessed? How will the students know the criteria of assessment?*  |
| **Students’ learning after the class** *What learning activity do you want the students to undertake after the class? How will you set this up during the class? How/when will you check that they have undertaken that learning activity?* |

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| **2 Observation of the class:** to be completed immediately after the class by the observer, and given, with verbal feedback, to the person who gave the class |
| **Opening the class** *Clarity of purpose/intended learning outcomes - review of previous work - links**to other classes/module/programme - activity**expected of the students in the class - reference to assessment?*  |
| **Main part of the class** *Appropriateness of structure, presentation and pace - sensitivity to students’ reaction - making use of opportunities - conveying enthusiasm?* ***Engagement of students in active learning?*** |
| **Closing the class** *Summary of learning outcomes achieved - achievement of planned outcomes - further linking to later/parallel work - expectation of learning activity to be undertaken* ***after*** *the class?*  |
| **Overview** *Appropriateness of structure/pace - effectiveness of presentation - encouragement of personal skills development - appropriate use of resources - rapport with students - motivation/engagement of students?*  |
| **Quality of the student learning experience in this class:*****Points of good practice worthy of wider dissemination*** ***Suggestions for areas of improvement***  |

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| **3 Reflection following the class :** to be completed by the person who gave the class, following receipt of the observer’s comments |
| **Reflection on achievement** *Extent to which you achieved your intended learning outcomes for this class - what were you pleased with - what were you disappointed with ?*  |
| **Reflection on planning** *If anything did not go as planned was it a problem or a benefit - what is there to learn from it?*  |
| **Reflection on observer’s comments** *Are these fair comments - did anything here surprise you?*  |
| **Reflection on students’ learning experience** *What action will you take to build on the points of good practice, to correct areas of weakness and to follow up the observer’s suggestions for improvement?*  |

<http://newton.ex.ac.uk/handbook/ALL/forms/ClassObsRecord.pdf>