# Teaching observation form & Constructive feedback

You can pay attention to the following issues when writing observations and constructive feedback. The topics may or may not help you depending on the type of the teaching session. It is polite that you inform the teacher in advance that you make observations for your pedagogical studies.

Course, type and topic of the session: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| *Topic* | *Your observations* |
| **Beginning and closing of the session** |  |
| **Interaction and presentation (voice, appearance, etc), enthusiasm, presence** |  |
| **Activation and engagement of students** |  |
| **Equipment and teaching / learning materials** |  |
| **Alignment of teaching: Was there a clear goal? Was content / tasks chosen appropriately? Did teaching methods / actions support learning? Was there assessment of learning goals?** |  |
| **Learning environment: physical (room, etc), social (peers, atmosphere, etc), virtual (MyCourses, etc)** |  |
| ***The substance*** |  |
| **Other observations** |  |

*You may write also write constructive feedback from the observation. You may give it to the teacher on paper or orally, if you want, or leave that as an exercise for you.*

# Feedback of teaching

Course, type and topic of the session: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Strengths:**

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**Development areas and suggestions:**

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As a reminder, some elements of constructive and unconstructive feedback.

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| ***Constructive*** | ***Unconstructive/ destructive*** |
| Is about an **issue/action** | Is about a **person** |
| Justifies the **views** | Contains **judgements** (good/bad) |
| Is useful for **development** | **Does** **not** necessarily **benefit** anyone |
| **Takes into account** the recipient’s state of development, situation, ability to receive feedback etc. | **Does not take** the recipient into account, is given only from the evaluator’s perspective |
| States **observations** | Makes **subjective conclusions / interpretations** |
| **Two-way process**, the recipient has an opportunity of responding | **One-way process,** no chance to answer or reflect. |