# Teaching observation form: interaction (Learning Assignment #2)

**Background.** The basic aim of the pedagogical observation is to learn from other teachers’ teaching practices by making observations and reflecting their pedagogical decision making and reasoning. In other words, you participate in others’ teaching sessions and follow, analyse and evaluate pedagogical solutions and their consequences in the teaching session. The aim is to expand your own pedagogical view and reflect what ideas you could get from these experiences to your own teaching practices.

**First observation** (Learning Assignment #2) **– focus on interaction** (again). Visit an exercise class where you act as an observer. We encourage you to choose **another type of teaching session** which you visited in LA#1, e.g., now a lecture if you visited an exercise session. See some **suggestions in the Discussion Forum of main page in MyCourses**. Observing means that you enter the class before it starts, you sit silently somewhere in the back of class and follow what happens there. If possible, visit a class of one of your group members (another teaching assistant). However, you can also observe any other class. Please, ask beforehand that it is OK that you are making observations in this class. You can tell the instructor that you are doing this observation as a part of Aalto SCI teaching assistant training.

Focus on **interaction** in the classroom and note down at least the following:

* How was it created?
* What approaches were used?
* Which aspects did you find to support students' learning process?

You can add reflections and insights of your own. Include some basic information of the observed session, which may influence on the interaction (size, room, background of students, etc). Pay attention to pedagogical aspects, try to avoid descriptive repetition and reporting of actions in the session but evaluate and analyse their meaning. Submit your reflections in MyCourses "Returning of Teaching observation #1" with the name of the observed peer/teacher removed. Optionally, give your feedback to your peer / the teacher (page 2). Be specific, positive and give constructive feedback.

*Your name:*

*Your observations:*

*Aalto SCI Teaching assistant training: You may 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 to the instructor

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. |