Teaching Practice (5 cr)

Instructions for pedagogical observation and reflection

One important part of the Teaching Practice -course is the observation and reflection of others’ teaching practices. The pedagogical observations are carried out in two different forms: peer group members’ teaching observation and other teaching observation. In the peer group observation you follow teaching sessions of your own small group members and provide feedback to your peers. In other observations you select teaching sessions that you consider important from the viewpoint of your own personal learning outcomes.

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. Observations will be reported and reflected as part of your teaching practice plan.

When making observations you can focus for example on the role of the teacher and the students, learning outcomes, teaching and learning environment, interaction, activating students, teaching methods, rhythm of teaching session, beginning and ending the session etc. So pay attention to pedagogical aspects, try to avoid descriptive repetition and reporting of actions in the session but evaluate and analyse their meaning.

Following questions may help you in the beginning:

* Was the intended learning outcomes, content and structure outlined in the beginning of the teaching session? How? How did they correspond with the actual teaching session?
* How did the teaching session support understanding and learning of the topic? What kind of teaching activities/teaching methods was used to support understanding and learning of the topic? How well was the methods used aligned with the intended learning outcomes?
* How was the content adjusted to the learning outcomes, participants and timeframe? How was the teaching session sequenced? How was the structure and rhythm in the session? How were the participants activated? How well did they participate?
* Did the teacher provide opportunities for interaction and discussion? How did the participants react to the activation?
* How was the teaching session started/concluded?
* How were the participants motivated?
* How was the prior knowledge of the participants taken in to account?
* Was the session connected with previous/next session?
* How was learning evaluated during the session?

Use this form to give written feedback on your peer’s teaching. Please remember to give it or send it to her/him after the observation. Once you have received feedback reflect it in your teaching practice report. You can also use the feedback e.g. in your teaching portfolio (peer feedback).

**Peer observation:**

* Name of a teacher:
* Department:
* Topic of the teaching session:
* Time, date and venue:
* Students (how many? bachelor/master/doctoral students?)

**Describe shortly how was the teaching session started/proceeded/concluded?**

**Strengths:**

**Possible further development suggestions:**

**Reviewer’s name:**