avans *hogeschool*

LESSON OBSERVATION FORM BDB+, MODULE DIDACTIC SKILLS	
BASIC INFORMATION	
NAME PARTICIPANT:	Helena Rasche
NAME OBSERVER:	Chen Shen
DATE:	2022-02-01
START OF THE LESSON	
The teacher welcomes the students at the beginning of the lesson.	I think this ocurred just before the video started which makes sense.
The teacher indicates which goal (s) this lesson is being worked on.	Same as above
The teacher indicates the usefulness and added value of the lessons.	Not as much, but I think the value was self-evident for students, since you were going to help them understand how to resolve ongoing and new situations they encounter, the value of that is very self-evident especially since they experience these problems.
The teacher will announce the structure of the lesson.	She immediately discusses the plan for the day, that a difficult situation should be described. I missed a timeline of the day, maybe it was in the slides, but I really liked the "(10 minutes)" that you do after slide titles to show what happens now/for how long.
The teacher activates the prior knowledge.	Yes, great, colourful slides doing the recap of what is an intervention! I watched another teacher do this with keywords and then asking the students to supply the definition/description, maybe that's something useful for the future to really force them to recall course materials.
CORE OF THE LESSON	
The teacher actively listens to the students.	Yes, great eyecontact and focus as the students began to describe their difficult scenarios and responses at the appropriate interval. Echoing back the situations at the end of their sharing indicates good understanding of the students and feels very supportive! :)
The teacher responds adequately to non-verbal signals from students.	Yes, you noticed a student with something to add and gave them space in the lesson to contribute.
The teacher uses examples from practice.	Yes, by bringing student examples they're even more relevant to them and easier to grasp for students than if you'd provided abstract examples.
The teacher uses different teaching methods that fit the learning objectives.	Yes, here the lesson is really problem-solving based, and the group discussion model interspersed with a guiding presentation to organise the discussion fits nicely. The quite thinking periods are surely useful for students who need that decrease in distraction to think. I'm not sure I would involve more work forms here!
The teacher uses activating forms in the lesson.	Yes, all the time by letting the students lead the discussion, or ask each other questions about the situations
The teacher keeps order in her lesson.	Yes
The teacher gives compliments and feedback.	Yes, providing feedback after students share their relatively vulnerable difficult situations.

<< CORE OF THE LESSON

The teacher knows what she is talking about (expertise and preparation).	Absolutely.
The teacher gives clear instructions.	Yes, the students all understood the assignment that was due, brought a relevant situation, and were prepared to discuss the facts of their matters. The reminders before the activity starts are also useful, the "come up with at least 3 solutions" when they've just started to write to reinforce the bounds of the activity.
The teacher uses both auditory and visual support in her instruction.	Good use of colourful powerpoint slides to enhance great discussion! (The text was too small from the position of the camera, but I'm sure it was good as well) A whiteboard or similar might have been a good addition to help e.g. write down student problems as you go, but overall it was quite good with attractive visuals.
The teacher checks regularly whether everything is clear and provides additional explanation if necessary.	Yes, e.g. after dicussing facts, she checks in with the quieter students who haven't been contritbuting to the discussion yet. Also good summarising of the "bullet points" of what to do in the same situation next time.
The teacher uses concrete examples to explain the material, if applicable.	Yes, using the situations of the students was quite good, and way more concrete. I really liked this approach, better than just having them discuss or theorise how they would handle this or that hypothetical situation.

CONCLUSION OF THE LESSON

The teacher closes the lesson.	I liked the reflection section where you invited students to ask questions
The teacher evaluates the lesson and the learning goals with the students.	Yes, the reflection slide served this purpose to summarise what they'd learned during the day.
The teacher looks ahead to the next lesson.	Yes, with a nice "important dates" slide which was good :)

PERSONAL PRESENTATION

How was the interaction between teacher and students?	Very good, good discussion, good back and forth between the discussion
How is the use of voice of the teacher?	Great, good variety in tone and emotion in the voice to reinforce various points or empathise with students.
How does the teacher handle resources?	The time issue was handled well when the discussion of the first issue ran on, there was still time to discuss the spanish problem.

TOPS

- Overall this was a really nice lesson to observe, I really enjoyed the balance of discuison between you and the students.
- Very friendly and welcoming, you ensured everyone discussed and even the quieter students contributed
- As someone who apologises too much, I appreciated learning from your Spanish discussion how to convey that a situation was bad and would be changed without taking personal responsibility for it.

TIPS

- I'm not sure if it's just my personal preference, but I missed having sort of collaborative list making exercises / summarising discussion on a whiteboard or so. I think maybe I would've struggled with that – unless I was constantly taking notes and organising them I would've lost the summary a bit
- Some of the students were more talkative and some more quiet (esp on left side of video) it's hard to tell from a single lesson if those students are talkative at other times, and the balance is ok overall, but maybe an opportunity to get them to contribute a bit more.