2016/2017

FINAL SESSION

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Session 6

2016/2017

Learning/reflection log

This log is a vital aid to recording your own learning and to developing your own skills as a reflective practitioner. It need not be shown to anyone. This is only an example and could be adapted for your PPP.

What have I learned?			What am I going to do about it?	
Experiences/Actions What were the main experiences for me or the main things that I did since the last checkpoint.	**Reflection** How did I feel during these experiences?	**Learning** What did I learn about myself or about other people.	**Goals** What do I want to do about this? What ideas would I like to test out? What skills do I want to develop?	**Planning** What can I do to help me achieve goals?

Words we have associated with Teaching and Learning.

Teaching	Learning
Motivation	Development
Enthusiasm	Knowledge
Communication	Curiosity
Approachable	Methodological
Fun	Achieving
Preparation	Patience
Management	Performing
Challenging	Challenging

Evaluating your teaching

STUDENT-TEACHER'S SELF-EVALUATION RECORD AND ACTION PLAN

Student's name: Date:

To be completed by the student-teacher at the end of the teaching session:

- Provide both positive and negative feedback and give examples from your session to illustrate your points
- Suggest how you intend to improve future sessions and identify your future personal development aims

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Planning: Did your plan meet the needs of every learner during the session? Evaluate how your plan met individual needs.

Justify your selection of resources for the session. Where possible, analyse how effective the resources were in supporting the session delivery.

Teaching: Justify and evaluate your selection of teaching and learning approaches for the session.

Evaluate the effectiveness of your teaching and suggest how you would modify the session to make it more effective.

Evaluate your own communication skills and identify how you could improve. How could you overcome any barriers to effective communication next time?

Explain how you used feedback and questioning In your session to support the assessment of learning. Where possible, analyse how the feedback and questioning contributed to learning.

Using feedback from others (including learners, peers and your tutor) evaluate how you could improve your own practice. Reflect on how effective others thought you were and suggest modifications to your teaching as a result.

PLANS FOR PERSONAL DEVELOPMENT. From your evaluation above, what main points will you take forward to help with being a more effective teacher next time?

Student-teacher's signature: Date:

Lesson observation form from OFSTED.

form shows areas of teaching that are being assessed by OFSTED durring their visits to Higher Educational institutes. We will focus on "Good", "Satisfactory" and "Inadequate".

Grading Category	2. Good	3. Satisfactory	4. Inadequate
Planning **Content** **Aims**	Clear structure & links to SoW. **W**ell planned and ensures productive use of learners' time. **Aims** and objectives are clear and shared with learners.	Acceptable outline of methods & some links to SoW Indicative content outlined Clear objectives and students know what they are doing.	Sketchy with minimal detail & few links to SoW. Little, if any, content indicated. No clear aims/objectives & they are unsure what to do.
Learning **Methods &** **Resources**	Good and imaginative use is made of resources, including new technology to enhance learning.	Adequate use of a range of resources, including new technology, to support learning.	Inadequate use of resources and activities are not well matched to provide suitable challenge.
Student Learning **Student Focus**	Students acquire knowledge, develop understanding and learn and practise skills well. Keen to do well, diligently and work at a good pace.	Students acquire knowledge, understanding and practise skills at least satisfactorily. Most work effectively & steadily when guided, lack confidence in improving quality of work.	Acquire knowledge, learn and practise inadequately. Many fail to work effectively unless closely directed and give up easily. Don't enjoy the activities.
Assessing **Feedback**	Well-organised. Students are provided with detailed feedback. Listens to, observes and questions students in order to reshape tasks and to improve learning	Adequate. Monitors students' work during lessons. Picks up general misconceptions and adjusts their plans accordingly to support learning.	Assessment is inadequate. Too little account of prior learning or understanding of tasks and ineffective to help improve.
Pace	Pace of lesson matches the subject and most learners' needs and level.	Overall pace promotes some learning and interest.	Activities lack pace/rigour and do not promote learning.
Timing	Most activities were well-timed and structured to ensure comfortable completion in the time available.	Number/structure of activities fitted reasonably well into time available, but some signs of mistiming seen.	Number/ structure of activities not well judged to ensure completion in time.
Different-iation **(SEN)**	Good individual support evident through development and use of resources and range and scope of planned activities.	Some individual support evident through development and use of resources, and range and scope of planned activities.	Little evidence of planning to meet individual learning needs.

Inclusion	Teaching & reference materials promote inclusion through highly effective use of diverse examples. No bias.	Teaching & reference materials show knowledge of inclusion through use of some diverse examples. No bias.	Little or no knowledge or awareness of inclusive learning principles. Resources use stereotypical, inaccurate and/or offensive examples.
Student Behaviour **E.g.**	Students' behaviour makes a strong contribution to good learning in lessons: *- respond to expectations* *- and to guidance on conduct* *- behave considerately to peers*	Students behave so that learning proceeds appropriately and time is not wasted: *- know what is expected when working alone or small groups* *- only gentle prompting needed* *- generally respond to sanctions*	Poor behaviour/rudeness occurs more than on very isolated occasions: *- time wasted on persistent low-level disruption* *- excessive chatter* *- Some lack of respect*
Student Progress	Majority make at least good progress, with nothing that is inadequate.	Students make expected progress given starting point & some may make good progress.	Students, or particular groups of students, make too little progress.
Ongoing Review **Summary**	Good review/recap at points in the lesson Clear summary of progress with reference to the next lesson.	Some review of learning Brief summary at the end and brief reference to next lesson.	Insufficient or no review of learning Insufficient or no summary, little reference to next one.
Inspiring **Expert** **Effective**	Consistently effective in ensuring students are motivated/engaged. Generally has strong subject knowledge which enthuses and challenges most students Contributes to their good progress.	May be good in some respects and there are no major inadequacies. Subject knowledge is secure, students are generally engaged by work & little time is wasted. Students show interest in the work.	Fails to promote the students' learning and enjoyment. Command of the subject is inadequate for level demanded by the course. Students show little/ no interest in their work.

Now compaire this to the "Outstanding".

Grading Category	1. Outstanding
Planning **Content** **Aims**	<u>Highly</u> detailed, clear links to SoW (timing, structure and method). <u>Thoroughly</u> prepared and allow unanticipated opportunities to arise Aims and objectives are clearly explained.
Learning Methods & **Resources**	Resources, including new technology, make a <u>marked</u> contribution to the quality of learning.
Student Learning **Student Focus**	Students acquire knowledge, develop understanding and learn & practise skills <u>exceptionally</u> well. <u>Excellent</u> concentration, rarely off task. Persevere when challenged.
Assessing **Feedback**	<u>Rigorous</u> and well organised. Dialogue with students is consistently of a very high quality. <u>Systematic</u> and <u>effective</u> checks of understanding throughout, anticipating when to intervene with a <u>striking</u> impact on the learning.
Pace	Pace of lesson clearly matches subject and learner level.
Timing	Number and scope of activities was <u>very well-judged</u> to ensure completion in the time available.
Different-iation **(SEN)**	<u>Excellent</u> awareness of needs of all. Differentiated resources and activities available: extension work, <u>structured</u> group/individual work and <u>carefully planned</u> in-class customised support
Inclusion	Teaching and reference materials promote inclusionpromote inclusion effective use ofeffective use of diverse examples. No bias.
Student Behaviour **E.g.**	Students' consistent, thoughtful behaviour is an <u>outstanding</u> factor in their successful learning: *- extremely positive class ethos - highly considerate/ support peers* *- no evidence of disruptions*
Student Progress	Progress is at least good for all students & is <u>exemplary</u> in some.
Ongoing Review **Summary**	<u>Highly effective</u> review of learning at intervals through the lesson. <u>Very clear</u> summary linked to aims & objectives and the next lesson.
Inspiring **Expert** **Effective**	<u>Highly effective</u> in inspiring students & ensuring they learn extremely well. <u>Excellent</u> subject knowledge is applied <u>consistently</u> to challenge and inspire. <u>Acutely</u> aware of abilities and of prior learning and <u>plans effectively</u> to build good relationships.

LESSON PLAN

TUTOR **Name**:	DATE AND TIME **Date**: **Start time**: **Duration**:	CLASS DETAILS **Size**: **Type**: **Level**:	LOCATION **Room**:

SESSION **Title**: **Reference**:		COURSE **Title**:	

RESOURCES AND EQUIPMENT		ROOM LAYOUT	

INTENDED OUTCOMES

STRUCTURE (CONTENT AND SEQUENCE) OF LESSON

Phase:	**Tutor Activities**:	**Learner Activities**:	**Time**:

ASSESSMENT

COMMENTS (Eg EVALUATION OF SESSION, POINTS TO CARRY FORWARD TO NEXT SESSION, etc)

Feedback

Qualities and attributes

How can we best give feedback to students? There are many suggestion in the literature regarding "Best practice in Feedback" but the main points seem to be, for example, that feedback needs to be:

• **Timely.** The sooner the better. There has been plenty of research into how long after the learning event it takes for the effects of feedback to be significantly eroded. Ideally feedback should be received within a day or two, and even better almost straightaway, as is possible (for example) in some computer-aided learning situations, and equally in some face-to-face contexts. Although this is not always possible, there are guidlines to feedback and the time expected. Most institues seem to adopt the 2 or 4 week for a written thesis. How long is yours?

• **Intimate and individual.** Feedback needs to fit each student's achievement, individual nature, and personality. Global ways of compiling and distributing feedback can reduce the extent of ownership which students take over the feedback they receive, even when the quality and amount of feedback is increased. Each student is still a person. It is all too easy to adpt a cut and paste attitude.

• **Empowering.** If feedback is intended to strengthen and consolidate learning, we need to make sure it doesn't dampen learning down. This is easier to ensure when feedback is positive of course, but we need to look carefully at how best we can make critical feedback equally empowering to learners.

• **Feedback should open doors, not close them.** In this respect, we have to be particularly careful with the words we use when giving feedback to students. Clearly, words with such 'final language' implications as 'weak' or 'poor' cause irretrievable breakdowns in the communication between assessor and student. To a lesser extent, even positive words such as 'excellent' can cause problems when feedback on the next piece of work is only 'very good' - why wasn't it excellent again? In all such cases it is better to praise exactly what was very good or excellent in a little more detail, rather than take the short cut of blanket praising.

• **Manageable.** There are two sides to this. From our point of view, designing and delivering feedback to students could easily consume all the time and energy we have - it is an endless task. But also from students' point of view, getting too much feedback can result in them not being able to sort out the important feedback from the routine feedback, reducing their opportunity to benefit from the feedback they need most.

What else? These are only five qualities and attributes that we could adopt when planning our feedback. You might want to look at a longer list such as: *'Guidelines on Giving Feedback'*, provided by Brenda Smith

and Sally Brown in 'Getting to Grips with Assessment'. This has further suggestions that may help you with your feedback and help make it an integral part to learning. SEDA's website is at **www.seda.demon.co.uk**.

Handwritten feedback on students' work

This is the most widely used form of feedback to students. It includes our written feedback on essays, reports or dissertations. Not that long ago, there were few alternatives and it was usually accompanied by an assessment grade or mark of one kind or another. So what are the :

Advantages

• Feedback can be personal, individual, and directly related to the particular piece of work.

• Feedback may be regarded as authoritative and credible.

• The feedback can be tailored to justify an accompanying assessment judgement.

• Students can refer to the feedback again and again, and continue to learn from it.

• Such feedback provides useful evidence for external review by awarding bodies.

Disadvantages

• Handwritten feedback can be hard to read!

• Due to its authoritativeness, handwritten feedback, when critical, can seem to be threatening.

• It is very time-consuming to write individually on students' work, and also very hard to find the time when class sizes are large.

• It becomes difficult to refer to your own feedback to different students unless you keep photocopies of their work and your comments.

• It becomes too tempting to degenerate, for example, into shorthand, ticks and crosses, rather than to express positive and critical comments.

Word-processed comments on student's work

This is feedback which you compose, then print out, for each student, summarising your assessment to their work. It may also be accompanied by a grade or mark.

Advantages

• Such feedback can remain individual, personal and authoritative.

• It is easier to include pre-prepared statements, using 'cut and paste'.

• Students can refer to it time and time again.

• It is easier to read.

• You can keep copies (paper or electronic) and refer to it again.

• It also provides useful evidence for external moderation.

Disadvantages

• Even printed feedback can be seen as threatening to students when critical.

• It could appear less personal to students than handwritten feedback.

• It is not as easy to link each feedback point to the exact part of the work which you want to address.

• The 'cut and paste' elements may show up too strongly to external reviewers, if they have been used too widely.

• It's not so easy to make emphasis in word-processed feedback, so that the most important messages stand out from those that are merely routine.

The following is an example of work marked and fedback given. Read the responces from the tutor and evaluate the students work yourself. What do you think of the tutors feedback? Any other comments?

Persuasive Essay

America is known for being the country of immigrants, but are these immigrants *possibly* really an asset to the country? It cannot *possible* be good for a country to have billions of *is that correct to assume that #?* unknown people who are potential criminals roaming the country looking for work.

These immigrants are not beneficial to The United States because they take American jobs, are a potential for crime/terrorism, and do not pay taxes. Taxes are essential to *Great thesis* America's economy; they are what keep the schools and all other government buildings running. *Maybe include later or before thesis as preperatory information, building up to your purpose & point.*

Immigrants from countries such as Mexico are greatly increasing in numbers in recent years. They are low-skilled and take jobs that do not require much education. This is causing problems, especially in places such as California. They are experiencing an *— 1 in. —* outmigration of skilled workers and a great influx of low-skilled immigrant workers *which* with *margins* is causing disproportionate numbers. "This situation is steadily eroding California's tax base and trapping state and local government in a fiscal bind" (McGuire, Stryker.) Since *Great support!* these people are more willing to take low-paying jobs that offer no benefits, they are often hired over Americans who are native to the country. This creates another problem *very true.* within the country. The government now has to be stricter with its enforcement of laws at *then* the workplace (Echaveste). This basically means that there is more "red tape" that Americans have to unnecessarily go through on behalf of illegal immigrants. It is quite *good explanation* obvious to American people that immigrants are coming into the country and taking their jobs. This causes people to worry and even become less confident in the government's ability to protect them and safeguard their jobs (Yankelovich).

Good!

Examples of poor feedback, these are accual feedback given on an undergraduate *Business Studies* course.

- That was ok but you need to do XXX next time.

- You have some areas of weakness we have to work on.

- I thought that went really badly, what about you?

- What on earth did you do that for?

- 3 out of 10 for giving it a go!

- I've got a list of development areas, how many do you think you have?

- I can't believe you just said that, what were you thinking?

Feedback is not opinion and should be:

- Specific and concrete

- Examples should be given

- Descriptive

- It must be realistic

- Consistent and fair

- Supportive of personal development

- Non-judgmental

- It is not 'advice' it is a measurement against 'agreed' standards and or criteria.

Student feedback - Student evaluation forms

Not only may you be required to give feedback to your students, but you also require feedback from them. It is important to us as reflective practitioners and teachers to have feedack on our performance as a teacher but also on the content, speed and areas for development.

It will be up to you as teacher/trainer/tutor to to assess what feedback you require and why.

Think of an area that may require feedback in following one of your sessions..and why! Give justification on feedback.

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Try to develop your own evaluation forms:

Example of a student evaluation form

Student Evaluation of Course and Instructor

TEXAS TECH UNIVERSITY

Directions: Your thoughtful responses to the following questions will help us improve the quality of the instruction and content of this course. Instructors do not view evaluations until the semester grades have been submitted.

Marking Instructions:
- Use black or blue pen or a number 2 pencil.
- Make dark marks that fill the oval completely.
- Do not use pens with ink that soaks through the paper.
- Make no stray marks.

Correct Mark ●   Incorrect Marks ⊘ ⊗ ⊖ ⊙

Today's Date: _____ - _____ - _____

COURSE INFORMATION:

Subject: _____ Number: _____ Section: _____

Instructor: _____

TERM: ○ Fall   ○ Spring   ○ Summer 1   ○ Summer 2   **YEAR:** 20_____

My classification is: ○ Freshman   ○ Sophomore   ○ Junior   ○ Senior   ○ Graduate   ○ Law   ○ Other

Please respond to the questions below by marking the appropriate oval. The ovals form a rating scale of 5 (Strongly Agree) to 1 (Strongly Disagree).

INSTRUCTOR'S PERFORMANCE:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Overall this instructor was effective.	⑤	④	③	②	①
2. The instructor was available for consultation during office hours or by appointment.	⑤	④	③	②	①
3. The instructor stimulated student learning.	⑤	④	③	②	①
4. The instructor treated all students fairly.	⑤	④	③	②	①
5. The instructor treated all students with respect.	⑤	④	③	②	①
6. The instructor welcomed and encouraged questions and comments.	⑤	④	③	②	①
7. The instructor presented the information clearly.	⑤	④	③	②	①
8. The instructor emphasized the major points and concepts.	⑤	④	③	②	①
9. The instructor went beyond presenting the information in the text.	⑤	④	③	②	①
10. The instructor demonstrated knowledge of the subject.	⑤	④	③	②	①

COURSE EVALUATION:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11. Overall this course was a valuable learning experience.	⑤	④	③	②	①
12. The assignments were relevant and useful.	⑤	④	③	②	①
13. Course materials were relevant and useful.	⑤	④	③	②	①
14. Expectations were clearly stated either verbally or in the syllabus.	⑤	④	③	②	①
15. The testing and evaluation procedures were fair.	⑤	④	③	②	①
16. The workload was appropriate for the hours of credit.	⑤	④	③	②	①

STUDENT INFORMATION:

A. I am taking this course because (fill in all that apply):
- ○ It is required for my major or minor.
- ○ It is a core curriculum requirement.
- ○ It will be good for my career.
- ○ The instructor has a positive reputation.
- ○ Other _____

B. The grade I expect to receive in this course:
- ○ A   ○ Pass
- ○ B
- ○ C
- ○ D
- ○ F

C. The approximate number of hours I spent each week studying for this class:
- ○ None
- ○ 1 - 3 hours
- ○ 4 - 6 hours
- ○ 7 - 10 hours
- ○ More than 10 hours

COMMENTS: