



ERASMUS+



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Tool nr. 65 - material

Developed by: University of Tartu

Name of the material

CLASSROOM OBSERVATION

Sources

Various sources - mostly evolved in practice.

Purpose of the material

To improve one's own practice; prove a point/ points for your inquiry.

Material

Classroom observation is most effective when you have made an observation plan in advance. This could involve the following questions: Where and when did something happen?

- What exactly did they say/write/show you?
- Why/ why not did it trigger change?
- Were the students involved? If not, why not?
- Which part(s) went well? Why?
- Which part(s) went badly? Why?
- What changes are you planning for coming lessons?
- What aspects of your inquiry are you planning to work on?
- Is there another technique/ approach/ arrangement that you would like to try out with this class?
- If you were disappointed with some attempt, would you like to give it another try?
- Did you achieve what you wanted to achieve?
- Any other thoughts?

How you can use this material in your practice

In order to prove your point or get feedback on your wondering/ inquiry, you should analyse processes in your classroom.

Debrief - reflection and metacognition

After observation - and not during it! - you should interpret why things happened in the way they did and through that gain better understanding of your inquiry. On that basis you can form a judgement and foundation for future action and work.

Feedback on the use of the tool

This rather detailed step-by-step tool has helped people to better realise what they are doing; what they should focus on; what they can do differently to get the intended results. The answers to these simple questions seem obvious, yet, not always evident in our class behaviour. It is a good idea to check your activities from time to time, and not take things for granted.