

We suggest that you:

- View the whole tape at least twice, first to get an overall picture of the lesson and then to ask some specific questions about what happened;
- Prepare some topics to focus on when watching the video replay (You can choose questions from the following list and modify them!);
- Be prepared to see your “distorted” image created by the video medium, for example, a blown-up figure, a “flattened” voice, an exaggerated receding hairline, etc.; and
- Invite an experienced colleague to watch the video with you, help you interpret the information you got from the tape and discuss ways to improve.

First viewing - Getting the overall picture

What is your overall impression of the class? In terms of what you were trying to achieve, did it go very well, fairly well, or not so well?

What were the best aspects of the class? What were the worst aspects?

| GENERAL ASPECTS | GOOD | NOT SO GOOD |
|---|------|-------------|
| 1. Building a supportive climate in class | | |
| 2. Preparing your students for learning | | |
| 3. Flow of ideas and emphasis on the most important ideas | | |
| 4. Managing time in class | | |
| 5. Clarity of presentation | | |
| 6. Giving explanations | | |
| 7. Questioning techniques to gauge students' learning | | |
| 8. Encouraging student interest and participation | | |
| 9. Classroom management—students' inattention | | |
| 10. Classroom management—order in class | | |

If you want further information of any particular aspect, please choose the appropriate sections/questions from the following checklist and use them in your second viewing of the videotape.

If you gave the class over again, what three things would you change? How would you go about making these changes?

Second viewing - Asking specific questions

Please choose the appropriate sections/questions as needed:

1. Building a supportive classroom climate p. 3
2. Preparing students for learning p. 4
3. Flow of ideas and emphasis on the most important ideas p. 5
4. Managing time in class p. 6
5. Clarity of presentation p. 7
6. Giving explanations p. 8
7. Questioning to gauge students' learning p. 9
8. Encouraging student interest and participation p.10
9. Classroom management—students' inattention p.11
10. Classroom management—order in class p.12

1. Building a supportive climate in class

Did you:

| | yes | no |
|---|-----|----|
| 1.1 Address students by name? | | |
| 1.2 Look at and talk to the class rather than to some inanimate object in the room? | | |
| 1.3 Refrain from addressing the same students most of the time? | | |
| 1.4 Appear to listen attentively to all students' comments and questions? | | |
| 1.5 Take time to respond seriously to students' comments and questions? | | |
| 1.6 Give feedback, encouragement, criticism and praise evenhandedly? | | |
| 1.7 Display interest and enthusiasm for the subject matter? | | |
| 1.8 Overall encourage a supportive climate? | | |
| Notes and action to be taken: | | |

2. Preparing students for learning

Did you:

| | yes | no |
|---|-----|----|
| 2.1 Explicitly state the purpose of this class session at the beginning? | | |
| 2.2 Explicitly state the relationship of this class to the previous class session? | | |
| 2.3 At the beginning present on the board, on OHP or in a handout, a brief outline of the topics to be discussed in this class? | | |
| 2.4 At the end of class tell students what would be covered in the next class? | | |
| Notes and action to be taken: | | |

3. Flow of ideas and emphasis on the most important ideas

Did you:

| | yes | no |
|---|-----|----|
| 3.1 Keep focused and avoid digression from the main topic? | | |
| 3.2 Use some cues (verbal or non-verbal cues or pauses) to tell students when you finished discussing one topic and were moving on to the next? | | |
| 3.3 Emphasize the most important ideas by re-stating them or drawing attention to them in some way? | | |
| 3.4 Summarize the main points at the end of class or the end of a topic or ask students to do so? | | |
| 3.5 Restate, at the end of the class, what students are expected to gain from the session? | | |

Notes and action to be taken:

6. Giving explanations

Did you:

| | yes | no |
|--|-----|----|
| 6.1 Seem to know whether or not the class was understanding you during the lecture or whether they were puzzled or confused? | | |
| 6.2 Define new terms and concepts before discussing them? | | |
| 6.3 Give examples, illustrations, or applications to clarify abstract concepts? | | |
| 6.4 Explicitly relate new ideas to familiar ones? | | |
| 6.5 Use alternate explanations when students did not understand? | | |
| 6.6 Slow down your presentation when discussing complex ideas? | | |
| 6.7 Use handouts and audiovisual aids to assist explanation? | | |
| Notes and action to be taken: | | |
| | | |

7. Questioning to gauge students' learning

Did you:

| | yes | no |
|--|-----|----|
| 7.1 Ask questions to determine what students know about the topic? | | |
| 7.2 Encourage questions from students? | | |
| 7.3 Ask different kinds of questions (knowledge, interpretation, comprehension, application, analysis, synthesis, and evaluation) to challenge students? | | |
| 7.4 Periodically ask questions to gauge whether students need more or less information on a topic? | | |
| 7.5 Pause to allow students time to respond? | | |
| 7.6 Encourage students to answer difficult questions by providing cues or rephrasing? | | |
| Notes and action to be taken: | | |

8. Encouraging student interest and participation

Did you:

| | yes | no |
|--|-----|----|
| 8.1 Incorporate students' ideas into your presentation? | | |
| 8.2 Encourage as many students as possible to participate in discussion where it occurred? | | |
| 8.3 Attempt to draw out quiet students and prevent dominating students from monopolizing the discussion? | | |
| 8.4 Refrain from monopolizing the discussion yourself? | | |
| 8.5 Close the discussion by explicitly summarizing the different viewpoints and ideas presented by students? | | |
| 8.6 Accept points of view different from your own? | | |
| 8.7 Vary activities over the class period? | | |
| 8.8 Encourage students to challenge ideas? | | |
| Notes and action to be taken: | | |
| | | |

9. Classroom management - students' inattention

Did you:

| | yes | no |
|---|-----|----|
| 9.1 Handle it positively with the minimum disruption to class learning? | | |
| Reflect if : | | |
| 9.2 You have made your presentation interesting enough to command the attention of your students? | | |
| 9.3 You have encouraged students' participation in various learning activities? | | |
| 9.4 You have held your students accountable for their own learning, e.g. ask for a reaction paper following the lecture, a student-led discussion, etc.? | | |
| 9.5 You have linked the topic with the assignment or examination syllabus? | | |
| 9.6 You were aware of the physical and psychological distractions like noise, poor lighting, physical fatigue, hunger, an important test following the class, an important event at the Student Union, etc. ? | | |
| Notes and action to be taken: | | |
| | | |

