

Class Observation Checklist

Academic Development Unit (Núcleo de Desenvolvimento Académico)

Brief description of the class dynamics

Organisation of the class, learning objectives, activities carried out, among others.

- Describe the organisation/structure of the class.
- Record the duration of the different parts of the class, if relevant.
- Check whether:
 - the class starts and ends at the scheduled time;
 - the initial 10-minute tolerance is respected;
 - a summary/recap of the previous class is provided;
 - the learning objectives and/or class contents are presented;
 - the class ends with a recap of the contents and/or guidance about the next class;
 - any break is taken, particularly in classes longer than 90 minutes.

Analysis of verbal and non-verbal communication

Vocabulary, voice projection and tone, gestures, movement, eye contact, humour, etc.

- Check the appropriateness of:
 - the vocabulary used (level of formality, scientific rigour, etc.);
 - voice projection in relation to the classroom space;
 - pace of speech;
 - gestures used;
 - movement around the room, given the available space;
 - eye contact established with students.

Analysis of interactions with students

Frequency and type of interactions, impact on class dynamics and on the teaching-learning process.

- Check:
 - how students are welcomed at the start of the class;
 - confidence in the delivery of the content;
 - whether enthusiasm is shown regarding what is being covered;
 - availability to clarify questions;
 - whether feedback is given and student contributions are positively reinforced;
 - whether an environment of respect and equity is promoted;
 - whether humour is used appropriately;
 - whether the teacher is attentive to students and checks that they are following the content.

Analysis of teaching methodologies used

Methods, strategies and teaching tools, and their alignment with the objectives of the class and the course unit.

- Identify:
 - the methods used: lecture-based/expository, demonstrative, questioning-based, and/or active methods;
 - the tasks/activities carried out during the class.
- Check:
 - the adequacy of the methods used, considering the class objectives;
 - whether there is a clear relationship between objectives and the activities carried out;
 - whether students' autonomy, creativity and critical thinking are being stimulated;
 - the relevance of the resources used to the class dynamics.

Description of student engagement

Seating distribution, level of attention and involvement, spontaneous participation, etc.

- Check:
 - where students sit in the classroom;
 - the level of attention demonstrated (e.g., doing other tasks, side conversations, smartphone use, etc.);
 - the level of engagement in the proposed tasks/activities;
 - the level of participation in class (e.g., contributions, questions, etc.).

Description and/or analysis of other relevant aspects

- Additional details about, for example:
 - the learning environment (disruptive behaviours, respect, inclusion, etc.);
 - resources and infrastructure (technology, quality of resources, lighting, comfort, etc.);
 - response to unexpected circumstances (ability to adapt the class organisation and content, adjust time management due to unforeseen events, etc.);
 - other.