

# 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.