

Pre-Sessional Tutor Observation Form

(Based on TEAP Competency Framework – Steve Kirk and Julie King Baleap TEAP Working Party Project 2009/10)

Tutor: *Mike Diboll*

Room, Date and Time: *Arts 71 21-08-12 2.00 PM*

Observer: *James Greenough*

Session Aim: *To focus on paraphrasing skills and integrate this with reading, oral summaries & group writing.*

Materials Used: See attached

Pre- Observation tutor notes (Please let the observer know of any particular aspects you would like feedback on)

Focus: The extent to which the classroom activities in the observed lesson reflect the real life tasks/skills that the students will need to engage with during their Masters programme.

Observation: *The focus above was met well since the materials selected were from the students' own subject background and the paraphrase task was similar to what the students will have to do regarding their own future reading. The use of group work also reflected common practice in the university, and nominating roles (having a spokesperson) and setting task/goals and deadlines further accords with common university practice.*

Nb. *The text length needed to be longer for real verisimilitude, though. The short length of the texts also had an impact on the nature of the final paraphrase which students produced in the oral production stage. The short length of the texts meant that the paraphrase become more of a blow by blow account, as there was little room for the students to engage in overall meaning and omit extraneous detail which would have been the case in a more extended piece of writing (e.g. a page or more with numerous paragraphs and some development of argument).*

Observation

1	Classroom management – optimises facilities	<i>Good use of instructions, clearly thought-out tasks & effective use of the forum/Study Direct via the classroom screen (+ encouraged on students' own laptops).</i>
2	Good timetable fit	<i>Yes- this lesson followed on from the draft essay and students' need to reduce long quotations and incorporate more paraphrasing.</i>
3	Varied Interaction patterns	<i>Effective use of groupwork, and good use of subject specific groups which allowed students to focus on texts related to their own subject.</i>

		<i>Also, the use of nominating roles for group members worked well in providing specific outcomes.</i>
4	Presentation of materials	<i>Well presented material, incorporating good use of technology to allow easy access for all (and also allowing the integration of the class work with the student homework).</i>

Linking learning to Academic Contexts and Practices		
Where relevant and appropriate does the tutor:		Summary and comments
1.	Relate the lesson aims, objectives, language, content and processes to the academic practices and conventions of the university context?	<i>Yes, this was a particular strongpoint. Rather than launch straight into the practising of paraphrasing, the initial part of the lesson looked at reasons for using paraphrase, which led to some useful discussion on, and clarification about, the role of paraphrase, avoiding plagiarism, the author's voice and the importance of showing one's understanding of source literature.</i>

Integrating Academic Discourse		
Where relevant and appropriate , does the tutor:		
2.	show how elements, e.g. tense use, linkers etc. within a text (written or spoken) relate to the whole text and the information being communicated.?	<i>Yes- there was a very useful text analysis stage which got the learners to identify sentence functions within a paragraph, and also some discussion and help with problem vocabulary within each text.</i>
3.	integrate and recycle academic language input and/or feedback from previous activities to review and highlight transferable skills?	<i>Absolutely- there was a lot of reference to previous input & discussions from other lessons, such as when the class looked at the role 'voice' in paraphrasing. However, there was no reference to note-taking skills from previous lessons, or any work done in this lesson to recycle this skill as part of the process of paraphrasing. This would have helped since making keyword notes separately to the source text is a major technique in the mediating process when going from reading to writing (i.e. paraphrasing).</i>

Meeting Learner Needs/Responding to student performance		
Where relevant and appropriate , does the tutor:		
4.	communicate effectively with students in an appropriate and culturally aware manner?	<i>Yes- there was clear communication in terms of instruction & content, and an awareness shown relating to student nationality & background knowledge (such as when asking elicitation questions).</i>
5.	recognise individual needs and roles within the class in response to learners' current and long-term academic goals? (e.g. through personalising examples.)	<i>Yes- there was good awareness shown both in terms of the students' different academic subjects as well as an individual awareness of student needs and goals (e.g. through getting feedback from students and responding to this, and by asking individual questions etc.)</i>
6.	create opportunities and stimulus for critical thinking – (academic and/or self – reflective)?	<i>Yes- very well done by allowing groups to work in their subject groups, giving plenty of time to discuss and reflect on academic issues, and by setting specific tasks and goals linked to the above.</i>
7.	respond flexibly in class, exploiting unplanned (EAP) learning opportunities effectively and appropriately?	<i>Yes, good flexibility was shown by responding effectively to student output as well as allowing groups to answer other groups' questions & queries.</i>
8.	foster learner autonomy by promoting, for example, student choice, active engagement, reflection and/or learner responsibility?	<i>Yes- as there was lots of S.T.T. within the groups, specific roles which were assigned to group members and tasks which put the responsibility on a shared group response.</i>

Post Observation Feedback:

This was a very well conceived and executed lesson that made effective use of academic material and online technology. The key focus of paraphrasing was clearly achieved both in terms of raising students' awareness as to its importance and its role in the reading/writing process, but also in allowing students practice in this skill, which was done by oral reformulation, editing & amending a poor version of a paraphrase, and finally getting students to write their own paraphrase. As mentioned, some focus on note-taking techniques would have helped as would the use of slightly longer texts.

Signed: Tutor:

Observer: James Greenough