

# Observación propia y entre compañeros

## Introducción

Esta es una actividad de autoobservación diseñada para animarle a participar en la observación propia y entre compañeros. La sección de materiales incluye una serie de tareas de observación que puede usar personalmente o con un compañero para ayudarle a centrarse en elementos específicos de su enseñanza.



Esta actividad se basa en los materiales e ideas expuestos por Florencia Ramos y Mariela Masuyama en su presentación “Desarrollar la enseñanza a distancia a través de la observación” (“Developing remote teaching through observation”).

**Referencia de duración del seminario web:** 09:49 – 14:53

**Duración:** Variable

**Objetivo:** Ayudar a los profesores a trabajar de forma autónoma o con sus compañeros para desarrollar su propia enseñanza.

## Preparation:

- Make a copy of the observation template and choose a set of focus questions to add.

## Self-observation procedure:

- Choose one of the sets of focus questions that interest you and create your observation sheet.
- Record your lesson.
- Wait at least a day, then watch your lesson and as you do so make notes on the observation template about the various focus questions.

- Try to include specific things that happened during the lesson along with a time reference to where in the lesson it happened.
- Pay particular attention to the final question and think about what you have learned from the lesson.
- Plan your next lesson with these learning points in mind, and use the same observation sheet to see how your lesson improves.

### Peer-observation procedure:

- Choose a colleague who you respect and ask them to watch your lesson.
- Choose one of the sets of focus questions that interest you and create your observation sheet. Note: You can discuss your choice of questions with your colleague.
- Record your lesson or invite your colleague to join the live class if it is at a convenient time.
- After your colleague has observed the lesson, give them time to make notes and also make your own notes. Note: Ask your colleague to give specific examples and include time references if possible so that you can refer back to the recording.
- Arrange a time to meet with your colleague and talk through your own and your colleagues' notes.
- Try to make some plans for how to improve your next lesson. Note: You could also allow your colleague to repeat the process with the same questions to see what has improved.
- If your colleague agrees to it, you can also observe their lesson and use the same questions.

**Important:** Discuss together what you learned from watching each other's lessons.

### Materials:

Observation Template

Date:

Class:

Lesson theme:

Aims:

Observation focus:

### Focus questions

#### Using the webcam

- How did I use the webcam?
- Was I clearly visible to students?
- Was I making eye contact?
- Did I adjust my position within the frame for different stages of the lesson?
- Was I able to use body language and gestures effectively during the lesson?
- How did my use of the webcam positively contribute to the overall lesson?
- What can I learn from my use of the webcam in this lesson to improve my future lessons?

#### Students' use of the webcam

- How did I encourage student use of the webcam?
- Were students asked to switch on their webcams?
- Were students asked to use the webcam for specific tasks within the lesson?
- How did I develop students' understanding and development of body language and non-verbal communication during the lesson?
- What can I learn from my students' use of the webcam in this lesson to improve my future lessons?

### Use of voice

- How did I use my voice?
- Did I use my voice differently at different stages of the lesson?
- Was speaking naturally?
- Was I speaking at an appropriate speed?
- Did I use my voice appropriately to make my instructions clear?
- What can I learn from the way I used my voice in this lesson to improve my future lessons?

### Tools & platform

- How did I use the tools of the platform?
- Which tools were used at different stages of the lesson?
- Were these tools used appropriately?
- How did the use of these tools improve the learning outcomes of the lesson?
- Were students given hands on use of any digital tools during the lesson?
- Were they able to use these tools to enhance their learning?
- What can I learn from my use of digital tools in this lesson to improve my future lessons?

### Breakout rooms

- How did I use the breakout rooms?
- Did I use the breakout rooms at appropriate times?
- Did I monitor the students while they were in the breakout rooms?
- Were the students in the breakout rooms for an appropriate amount of time?
- Were students able to access the materials they needed while in the breakout rooms?
- Did the students stay engaged with the tasks while they were in the breakout rooms?
- What can I learn from my use of breakout rooms in this lesson to improve my future lessons?

### Feedback

- How did I give feedback?
- Did students get clear feedback on the tasks they completed?
- How was feedback productive and focused on improving student performance?
- How did the students respond to feedback?
- What did they do in order to use/remember the feedback they were given?
- What can I learn from my use of feedback in this lesson to improve my future lessons?

### Student Participation

- How did I encourage participation from all students?
- Were all students equally encouraged to participate in the lesson?
- Were some students more reluctant to participate? Why?
- Did students find the tasks engaging and motivating?
- What can I learn from the way I encouraged students to participate in this lesson to improve my future lessons?

### Materials

- How appropriate were my materials?
- Did the materials work well within the environment?
- Were there any problems with the materials?
- Did I adapt the materials in any way to make them more appropriate for my students?
- What can I learn from my use of materials in this lesson to improve my future lessons?

### Input

- What new input did students get?
- How did students respond to the new input?
- Were they able to use it within the lesson?
- Did they leave the lesson with any record of the new input?
- What can I learn from the way I provided input in this lesson to improve my future lessons?

### Student practice time

- How much time did students spend working with the language?
- What percentage of the lesson time did students spend actively using the language?
- What percentage of the time did students spend listening to instructions and teacher input?
- How well-balanced was the lesson between teacher talking and students' engagement in tasks?
- What can I learn from this lesson to improve my future lessons?

### Instructions

- Were there times when my students were confused?
- What was the cause of the confusion?
- How did I deal with the confusion?
- Was the confusion satisfactorily resolved?
- What was the impact of the confusion on the lesson?
- What can I learn from the causes of students' confusion in this lesson to improve my future lessons?

### Student engagement

- When were my students most/least engaged?
- What factors caused their levels of engagement to change?
- How did their level of engagement impact on the lesson?
- What can I learn from student engagement in this lesson to improve my future lessons?

### Note-taking

- How did students take notes during the lesson?
- Were the students' notes checked or shared in any way?
- Were all students taking notes?
- What methods and tools for note-taking were students using?
- Was there any student collaboration around note-taking?
- What can I learn from student note-taking in this lesson to improve my future lessons?

### Student knowledge

- How did I use my students existing knowledge and experience in this lesson?
- When did I call on my students to use their existing knowledge and experience?
- What/How did their existing knowledge contribute to the lesson?
- How did I acknowledge their existing knowledge?
- What can I learn from accessing my students' existing knowledge in this lesson to improve my future lessons?

### Student behaviour

- Were there any behaviour problems during the lesson?
- What caused these problems?
- How were they dealt with?
- How could they have been prevented?
- How did they impact the lesson?
- What can I learn from the problems in this lesson to improve my future lessons?

## Additional resources

### Teacher agency: empowering teachers through self-directed peer observations

- as defined by Biesta et al. This talk describes a peer observation project carried out by two colleagues, done over a year, experimenting with three different types of observation. This process empowered both teachers and the observations revealed different dimensions of agency.

<https://www.teachingenglish.org.uk/article/teacher-agency-empowering-teachers-through-self-directed-peer-observations>

### A guide to continuing professional development: peer observation

- Peer observations can be a powerful learning tool for teachers. They help teachers to learn from each other, to develop a more reflective approach to their teaching and to identify development goals. This guide looks at how to promote a positive attitude towards peer observation and a shared sense of collaboration, which will in turn enhance the satisfaction and performance of individual teachers and teaching teams.

<https://www.teachingenglish.org.uk/article/guide-continuing-professional-development-peer-observation>

### Peer observation - how can we make it work?

- Based on research into peer observation systems that work (and ones that don't) this webinar seeks to present some ideas for helping make your school's peer observation system as successful and useful as possible, thereby developing both the school itself and the teachers in it.

<https://www.teachingenglish.org.uk/article/andy-hockley-peer-observation-how-can-we-make-it-work>

### Organising classroom observation

- Lorraine Kennedy, Fiona Dunlop and Dan Humm Soriano discuss some of the benefits of peer observation and more formal observation, and the importance of these as part of the professional development process. Watch the videos and download our observation guides at the bottom of the page.

<https://www.teachingenglish.org.uk/article/organising-classroom-observation>