

## Observation form for online teaching

<b>School:</b>	<b>Date:</b>
<b>Class/group:</b>	<b>Lesson time (minutes):</b>
<b>Number of pupils/students in the class/group:</b>	<b>Number of pupils/students attending:</b>
<p>Comments:</p>	
<p><b>BRAVOLesson has not found any Nordic examples of observation forms specifically for distance or online teaching. This observation form has been designed during the latter part of March 2020 to serve as support for schools and teachers at the upper secondary and adult level of education as well as for higher education. The observation form for parts or a whole lesson online can be used for:</b></p> <ul style="list-style-type: none"> <li>• <b>Self-evaluation</b></li> <li>• <b>Reflection</b></li> <li>• <b>Collaborative learning</b></li> <li>• <b>Lesson observations</b></li> </ul> <p><b>It is free for everyone to download via BRAVOLesson's open library of observation forms for lesson observations at <a href="http://www.bravolesson.com">www.bravolesson.com</a> It can, of course, also be used in BRAVOLesson for a systematic approach to improve teaching and learning. To help us improve quality and aid development, we welcome comments or suggestions via <a href="mailto:info@bravolesson.com">info@bravolesson.com</a>. We would welcome any information on existing Nordic observation forms that we do not know about.</b></p> <p>This form is based from the following documents:</p> <ul style="list-style-type: none"> <li>- The Swedish National Agency for Education, <b><i>Forskningsbaserat stöd för att hantera onlineundervisning i samband med Coronapandemin</i></b>, <a href="http://www.skolahemma.nu">www.skolahemma.nu</a> (Research overview for managing online teaching published in conjunction with the Corona Pandemic)</li> <li>- The Swedish Schools Inspectorate, <b><i>Observationer i granskning av undervisningen</i></b>, <a href="http://www.skolinspektionen.se">www.skolinspektionen.se</a>, Advice and guidance, Lesson observations. (Advice och guidelines for lesson observations for school inspections)</li> </ul> <p>We have also gathered impressions and details from observation forms for online teaching from, among others, University of Southern California and Kingsborough Community College in New York.</p> <p>This means that it encompasses what research has shown are generally important dimensions of good teaching, general didactics, and dimensions that are specifically important in online teaching. This means that it can be used to observe a lesson for reflection on the teacher's different qualities based on Nordenbo and others. (2008): the general didactic dimension, the relational dimension, the management dimension, the administrative dimension and the development dimension (but not specifically the subject-specific dimension).</p> <p>We have chosen the same structure and values as the Swedish School Inspectorate's observation form, since it is less of an assessment and more of an observation as to what extent the important dimensions of teaching can be observed.</p> <p>This means that for each quality or dimension in the observation form there are observable examples of teacher activities that each quality or dimension can relate to. This also means that the observer marks his/her observations in the documentation with: to a very low degree or not at all - to a rather low degree - to a rather high degree - to a very high degree - cannot be observed or is not relevant in this context. It is thus a question of whether or not different teacher activities exist or not.</p> <p>In observation forms from other countries, values are often phrased according to this example: not applicable - highly effective - effective - needs improvement - unsatisfactory.</p> <p>Mats Rosenkvist BRAVOLesson / Successful Schools, Kristianstad, April 2<sup>nd</sup>, 2020</p>	

## The general qualities of online teaching

**To describe the quality observed for each dimension of teaching use the following scale:**  
**1=** to a very low degree or not at all    **2=** to a rather low degree    **3=** to a rather high degree  
**4=** to very high degree    **X=** cannot be observed or is not relevant in this context. If so, comment why.  
**Note “Students” means “students” or “pupils”.**

Area	Dimension The teacher ...	Value	Observable examples of teacher activities: The teacher ... or X...
<b>Part 1.</b> <b>Preparations for learning</b>	A	... creates conditions for teaching online	... has a list of students who do not have access to WIFI and / or do not have a home / family / private situation that supports learning online ... ensures that all students: 1. have a login to learning platform 2. have the equipment and materials needed 3. know where they can get technical support 4. know what is expected in terms of participation/assignments 5. understands the code of conduct that exists which the teacher can refer to about bad behavior ... pays attention to and acts on cheating by having an agreement and rules that students have agreed to in advance
	B	... masters the learning platform, technology and / or other course materials to be used for online teaching	... masters the technology, functions and the course materials ... can, without hesitation, help students who have technical problems ... is prepared for unforeseen circumstances and can quickly switch to other solutions or means for communication when problems arise
	C	... has a clear structure and well-structured material for online teaching	- The structure of headings, links and other documents makes it easy to navigate and engage in the teaching, even for students who are just starting out with online learning - Headings, navigation, links and other documents: 1. are clear and intuitive 2. are current, up to date and active 3. contains different examples and / or variation
Observations – reflections - questions:			
The teacher’s own reflections – based on the lesson plan:			
Areas for improvement – to develop:			

Area	Dimension The teacher ...		Value	Observable examples of teacher activities: The teacher ...
<b>Part 2.</b>  <b>Lesson design for learning</b>  *** Structure and clarity are important in all teaching and extra important for teaching online - it can mean that the teacher has focus on: - articulation - repetition - illustration - getting involved	A	... carries out a well thought through start of the lesson		... has a lesson plan that in itself is well structured and engaging ... has communicated the lesson plan in advance ... welcomes the students and makes a clear start to the lesson ... sets the goals for the lesson ... presents the purpose and activities of the lesson ... puts the lesson into context ... links the lesson to previous lessons ... clearly explains expectations and assessment criteria
	B	... carries out a well-structured lesson that works online		... gives the lesson a logical flow with assignments associated with the introduction and the learning goals ... creates overview and context ... creates a balance between teaching and student activity ... uses the digital platform, technology and / or other material in a clear and functional way ... does not risk teaching with unnecessarily long elements and complicated technology that can lead to problems, disturbances and distractions for students
	C	... uses assignments that work online		... explains how individual elements and assignments are related to the lesson's overall learning goals or initial review ... breaks down, if necessary, overall goals into observable interim goals ... provides written and visual examples of how assignments can be solved ... provides examples of what digital technology can be used ... gives students freedom of choice with different themes and solutions ... uses a language the students understand ... sets reasonable deadlines and gives suggestion for students' planning
	D	... ensures that the work during the lesson is challenging for the students		... ensures that students receive assignments that are challenging based on their circumstances ... gives students opportunities to reflect and problematize ... gives students assignments that stimulate their own activity
Observations – reflections - questions:				
The teacher's own reflections – based on the lesson plan:				
Areas for improvement – to develop:				

Area	Dimension The teacher ...		Value	Observable examples of teacher activities: The teacher ...
<b>Part 3.</b>  <b>Communication for learning</b>	A	... is present, keeps in touch and ensures that students in need of support receive it		... is present and "visible" continuously in the teaching by participating in discussions and answering questions ... creates dialogue in simple systems that students can use, for example: chat, video conferencing, social media and telephone ... actively monitors how students work with different assignments ... provides students with constructive feedback ... provides feedback that doesn't take too long (student's perspective) ... gives students the opportunity to devote more time to an assignment if needed ... actively supports students with their study technique / planning ... uses a language that is both informal and accurate ... Is a role model for appropriate tone of voice online
	B	... creates a community and moderates students' communication		... creates social communication that sometimes does not directly relate to school work ... provides opportunities for students to interact and discuss / discover / test solutions, content or different perspectives ... pays attention to and: 1. moderates students' communication in different channels 2. acts when some students are silent or isolate themselves
	C	... controls students' learning and has a formative approach to teaching		... asks challenging questions to get a picture of the students' understanding ... lets any student summarize in front of the whole class or students' group ... gives students feedback on what they need to develop and how they can go about reaching learning / course objectives ... uses methods where students' work is further processed when needed ... tests what really leads to learning
	D	... makes a clear summary of the lesson and gives students the opportunity to reflect on their learning		... ends in a planned way ... makes a summary ... makes a connection to the next step or lesson ... talks to the students and lets the students talk to reflect / evaluate on their work processes and their own learning
Observations – reflections - questions:				
The teacher's own reflections – based on the lesson plan:				
Areas for improvement – to develop:				