

On this document I have highlighted language that indicates where enthusiasm resulted in learner engagement and/or making theoretical content interesting. (There are no further comments, just highlights)

## Facilitating Tertiary Learning Environments 2018

### Assessment One: Teaching Observation Checklist – Elise Allan – Conflict and conflict management – IN501 – Professional Practice.

Learning environment	Explanations and communication	Class management
<ul style="list-style-type: none"> <li>• learning objectives ✓</li> <li>• activation of prior knowledge ✓</li> <li>• information ✓</li> <li>• inquiry questions ✓</li> <li>• responses to questions ✓</li> <li>• feedback ✓</li> <li>• resources</li> <li>• group and individual work ✓</li> <li>• clarification of misunderstandings n/a</li> </ul> <p>Other:</p> <p>Items from lesson plan written on WB prior to lesson. Scope of lesson included. Good variety of teaching and learning methods – brainstorm, metaphor for storytelling, scenarios and group work. Used questions well.</p>	<ul style="list-style-type: none"> <li>• Understanding ✓</li> <li>• critical thinking ✓</li> <li>• curiosity ✓</li> <li>• enjoyment ✓</li> <li>• confidence</li> <li>• perseverance</li> <li>• cooperation ✓</li> <li>• independence</li> <li>• academic challenge. ✓</li> </ul> <p>Other: Students were all paying attention and some participating in brainstorm.</p> <p>E is articulate and speaks clearly and with a good pitch using good pauses and emphasis.</p> <p>Scenarios were challenging at the right level to get the groups thinking.</p>	<ul style="list-style-type: none"> <li>• Inclusiveness ✓</li> <li>• pacing ✓</li> <li>• time on task ✓</li> <li>• active participation ✓</li> <li>• interactions ✓</li> <li>• reinforcement of positive class behaviours ✓</li> <li>• redirection of off-task actions</li> <li>• correction of disruptive actions</li> <li>• organisational values.</li> </ul> <p>Other: the class was engaged and attentive and the inclusiveness of the methods meant that no issues arose with class management. E was organised, providing interesting and structured activities.</p>
<p><b>Comments:</b> The session occurred in a computer lab D105b – some students were facing the WB on East wall and others facing away. All had a good view of WBs, the data screen and Elise.</p> <p>E had a friendly check in with students at the start. The roll was taken in a <b>light and pleasant</b> way. <b>She used the data screen</b> to show the Moodle course at the start and later it was used to show OneNote with the scenarios.</p> <p>Instead of asking for their attention, E started playing a video with an excerpt from the Office – this set the scene about conflict. She had previously mentioned the session would follow the usual format. The talking on the video alerted the students to the video starting and <b>they paid attention.</b></p> <p>After the warm-up, E gave an overview of the session and objectives. The Need and the Scope of the session was explained.</p>	<p><b>Comments:</b></p> <p>E was good at using student’s names when they responded to questions. It was good to explain that their brainstorm responses would be shortened. This activity was used to extend students’ thinking with other information, by asking inquiry Qs.</p> <p>E was careful to wait for students to respond, and checked with students if what she wrote on the WB was what they meant. E was good at prompting to extract more information from the students. For example: “How can conflict help relationships?” E noticed a student who looked like she wanted to answer and asked her by name. E used a phrase to prompt – if students not putting hand up or responding quickly. “Think back to...” E was good at clarifying what students meant.</p> <p>The Map of conflict activity was <b>fascinating</b> – E used a metaphor and told a story drawing on the board as she spoke. E is an</p>	<p><b>Comments:</b></p> <p>E provided clear instructions and information. <b>All the students were well-behaved and attentive.</b> E took control of organising students into groups 45 min in, and took care to tell them how much time they had, and to remind them how long the activity had to go.</p> <p>E guided them in contributing their responses after the scenario activity. By reading out the scenarios before each group gave their response, she provided a non-threatening situation, and also informed everyone about the other scenarios. This helped to maintain control of the class.</p>

<p>E also did a recap of what they've done so far – warning them that she would be asking about their mini-projects. She also took care to remind them of the skills they had already covered, e.g., reflection. She made connections to IT re performance, and the importance of the topic.</p> <p>E asked questions – yes/No at start, e.g., is conflict always negative, and inquiry questions later on throughout. The first activity was a brainstorm on the WB at front of the class. The two aspects were clearly listed with good input from students.</p> <p>Affirming feedback was provided to students. E was <b>encouraging and friendly</b> when doing the brainstorm, drawing others in, e.g., back row. Adding own ideas as well that arose from her talking about the topic.</p> <p>E used a metaphor and told a story to map the elements of conflict and this was an <b>interesting and compelling</b> way to get concepts across.</p> <p>The activity with mapping WW1 conflict to the WB map was very useful, and helped to integrate the concept in world events. She explained it was used as WW1 as topical at moment – significant anniversary. The family example re the remote control and siblings was a good basic example – that most people would relate to.</p> <p>E was careful to link back to mini-project – to help students understand elements of conflict in context.</p> <p>E helped them to problem-solve the scenarios and gave good feedback on groups' solution – which was affirming. Feedforward was also used.</p>	<p><b>excellent storyteller – interesting</b> with just enough detail and mystery, and the story seemed to evoke curiosity. The <b>students were watching E closely</b>, and smiling at time so they were <b>clearly enjoying the story</b>. E made <b>good use of humour</b>.</p> <p>It was intriguing to watch t conflict map unfold on WB.</p> <p><b>Suggestion:</b> Could you ask which group they would belong to at the <i>Misunderstanding</i> stage – get them to talk to each other in pairs about their choice. Perhaps get them to move into groups physically as sitting a while at that point.</p> <p>E provided a gentle introduction to the elements of negative conflict through the story. The ending was mysterious and she got them to think about the fate of the last two people, giving some alternative endings. The story was an excellent illustration of the five stages of conflict. E was good at explaining how the stages of the story related to real life.</p> <p>The last activity was group work and students were organised by E into four groups, using number allocation. Real examples were used in the written scenarios located in One Note, in workbooks. The students had to think about what they would do in the scenario. The students were given a specific amount of time, and this was realistic and timing worked well.</p> <p>Instructions for the activity were shown on the screen. Students could type into workbook if they wanted. E went around making sure people could access the scenarios, and checked to make sure she could see it. She quickly brought it up on screen as not distributed properly in One Note.</p>	
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<p>It was effective that E got the students to think individually about what they could do to pre-empt the conflict in the scenarios. They were to do the thinking first and then write their solutions down. They were asked to write in their portfolios.</p> <p>The intention was clear that E was using this lesson as an opportunity to get students to think about how to prevent conflict in next mini-project.</p>	<p>Scenarios were text-based and relevant to the topic and discipline. They were all really interesting.</p> <p><b>Suggestion:</b> use other media, e.g., pics, diagrams in addition to text to enliven them.</p> <p>E moved around the room to check that people were clear on what to do. She helped some with the instructions. Students were actively discussing in groups of four and one of five.</p> <p>The students were <b>definitely engrossed</b> in the scenario activity.</p>	
<p><b>Mark:</b></p>	<p><b>Mark:</b></p>	<p><b>Mark:</b></p> <p><b>Total Mark:</b></p>

**Please note:** A tick indicates that items were observed. The marker will refer to the Implementation section of the marking rubric to assign marks for each criterion, and indicate these in the comments.

**Marker – Name & Signature:**  
Bronwyn Hegarty

**Date: 4 April 2018**

Elise this was a carefully-organised, well run and **interesting** session which **fully engaged** the students, providing a variety of opportunities for you to present the concepts of conflict. The different activities clearly **held their interest**, and they appeared to find the story and the Conflict map **compelling**. You definitely have a **gift as a storyteller**. Your use of different tactics to get others contributing worked well, and they all participated actively in the group work. This is not surprising as the scenarios were based on real situations that they were likely to encounter. I really liked the way in which you kept reminding them about prior knowledge and also feeding forward to how the learning from the scenarios could be applied to their projects.

The session had a good balance of you asking questions, responding to questions, students contributing, you passing on important concepts, sharing information, linking to other aspects of the course and active group work.

**Observation goals:**

- Balance of delivery styles – this was achieved really well through use of the Whiteboard, data screen, One Note, Moodle, and variety of activities to get them thinking in different ways. The activities meant that they could refer to their computer screens at different times,

and engage with a mix of technologies.

- Effectiveness of storytelling approach – you were superb, and articulated the story clearly to show the elements of conflict and mapped it out on the WB as you talked. The important concepts were conveyed in a **very interesting** way, using metaphor, and a diagram.

**Teeny tiny queries:** I wonder have you thought about using ‘think-pair-share’ for finding solutions for the scenarios and getting them to rate each other’s solutions at some point? You wouldn’t need more examples but maybe contributions might be more evenly spread.

I am not sure about the PCness of the term, “Mum & Dad” – I doubt if anyone would care but would it be better to use ‘parent’ – older sister, instead?

**Moderator – Name & Signature:**

**Date:**