



**Tutor Name:** Robito Chatwin

**Date:** 08/08/19

<b>Lesson aims and purpose(s)</b>	Little/no evidence	Some evidence	Clear evidence
The aims/objectives of the lesson were explained, clarified and reviewed (as appropriate)			✓
Lesson content and activities were clearly and explicitly linked to the aims of the lesson, course assessment and/or syllabus			✓
Links between lesson aims/activities and future academic study in a UK Higher Education context were effectively highlighted			✓
Stated lesson aims/objectives and appropriate learning outcomes were achieved			✓

**Learning focus and activity:**

Awareness was raised of relevant academic language use and this was clearly explained and practised			✓
Relevant aspects of genres/text types and/or practices in specific disciplinary contexts were explored			✓
A critical approach to information, ideas, others' viewpoints, academic sources and/or research (as appropriate) was encouraged			✓
Independent learning (e.g. autonomy in decision-making, management of own learning) and/or a reflective approach (as appropriate) were encouraged			✓

**Use of resources:**

Resources were used effectively, and any amendments/additions to the materials provided considered the syllabus aims and learner needs			✓
Classroom equipment (e.g. whiteboard and/or projector) and/or other learning technologies were used effectively to help support learning and feedback			✓

**Learning environment and interaction:**

The tutor created a positive learning atmosphere through attention to and respect for learners' cultures, views and concerns			✓
Learners participated in a variety of appropriate learning activities/interactions which were initiated and managed effectively			✓
All learners were actively encouraged to participate, with a clear consideration of individual needs, strengths and weaknesses			✓
Students were given appropriate feedback on individual and/or group performance throughout the lesson as necessary			✓

**See next page for comments**



**Observer’s comments and suggestions for future development:**

This was a very successful lesson in which all aims and learning outcomes were clearly achieved. Aims were divided between ‘before’ and ‘after’ break’ on the screen, which was very helpful allowing students to clearly see the structure of the overall lesson. Aims were reviewed at the beginning and end of the class by eliciting what was achieved from the students, thus involving them fully in all aspects of the lesson and providing opportunities for reflection on their learning.

The students were fully engaged throughout, and there was a friendly positive and supportive environment in the class. It was evident that you built good rapport with the group. The class was managed very well, and you provided clear instructions to tasks and very helpful support to students in group activities exploiting opportunities to teach relevant language and vocabulary items to aid the students’ interaction with each other. While supporting and monitoring group work, you also used questioning strategies to encourage students to paraphrase and listen to each other. Transition between activities was smooth and providing examples of how to do tasks was also very helpful.

Overall, this was an excellent example of an EAP class showing your thorough understanding of EAP pedagogy, and your ability to engage and challenge students, thus creating opportunities for them to develop their critical thinking, as well as language skills, and consider their learning within the context of CELE as well as their future academic development. Thank you, and very well done.

**Teaching** (based on observation)

Robito’s observed lesson was an excellent example of an EAP class showing his thorough understanding of EAP pedagogy, and his ability to engage and challenge students, thus creating opportunities for them to develop their critical thinking, as well as language skills, and consider their learning within the context of CELE as well as their future academic development. All aims and learning outcomes were clearly achieved. Aims were reviewed at the beginning and end of the class by eliciting what was achieved from the students, thus involving them fully in all aspects of the lesson and providing opportunities for reflection on their learning. The students were fully engaged throughout, and there was a friendly positive and supportive environment in the class. It was evident that Robito had built very good rapport with the group. The class was managed very well, and Robito provided clear instructions to tasks and very helpful support to students in group activities exploiting opportunities to teach relevant language and vocabulary items to aid the students’ interaction with each other. While supporting and monitoring group work, Robito also used questioning strategies to encourage students to paraphrase and listen to each other. Transition between activities was smooth and providing examples of how to do tasks was also very helpful.

**Professionalism**

Robito worked well within his team and the wider group. He demonstrated good organisational and time-management skills, and responded quickly and efficiently to course coordinator’s requests. When necessary, he sought support from more experienced colleagues, but also took the lead when dealing with student issues and problem solving.

	Expectations exceeded	Expectations met	Expectations not met
Teaching	✓		

*Please note: the ratings on the left are only for use within the School of Education. References given to external employees will be based only on the comments in the boxes above.*

**Signed by:**

**Date:** September 2019