

COVENTRY UNIVERSITY

TEACHING OBSERVATION FORM



Part 1 – (to be completed by lecturer before the observation)

Lecturer's Name Mohamed Raffa	Faculty/School/Dept. Law	Course Title - Module Title: 106LEG English Legal System - Level	Year 2018/2019
Observation Date 10 th May 2018	Observer's Name Anthony Aylmer	Session Type (e.g. lecture, seminar, tutorial, practical demo, lab work, other, etc.) Lecture	
Reflection on previous observations (your reflections on your previous observation) N/A			
Session Purpose and Aims (a brief outline of the purpose of the session being observed and the student profile) This module aims to introduce the English legal system and describes the distinctiveness of the common-law approach as a legal methodology. The module provides a crucial introduction to the process of legal research and the understanding of legal reasoning. One key aim of the module is to provide an overview of the key institutions and processes of the English Legal System. In terms of legal method, students will be introduced to statutory interpretation, the operation of the doctrine of precedent and the basics of legal research. In addition, students will be introduced to legal reasoning and Judicial Interpretation of Law.			
Session Learning Outcomes – (indication of what the lecturer expects the learner to be able to do by the end of the session i.e. knowledge, skills, understanding, etc.) <ul style="list-style-type: none"> • Understand constitutional law. • Understand the development of Constitutional Law. • Define administrative law. • Understand the role of the Administrative Court. 			
Observation Focus – (what aspects of your teaching would you like the observer to focus on and provide feedback?) Students' attentiveness, engagement and envolvrm			

Part 2 – (observer to complete and to discuss with lecturer)

	<i>Please underscore as appropriate</i>				
Preparation, planning and organisation	Excellent	Good	Satisfactory	Poor	n/a
Session aims/objectives/outcomes	Excellent	Good	Satisfactory	Poor	n/a
Teaching methods and approaches employed	Excellent	Good	Satisfactory	Poor	n/a
Quality of the teaching/learning materials	Excellent	Good	Satisfactory	Poor	n/a
Learner engagement, participation and interaction	Excellent	Good	Satisfactory	Poor	n/a

Use of technology (where appropriate)	Excellent	Good	Satisfactory	Poor	n/a
Delivery (style, pace, audibility, presence)	Excellent	Good	Satisfactory	Poor	n/a
Management of the learning experience (student integration and classroom management)	Excellent	Good	Satisfactory	Poor	n/a
Delivery adapted to student group	Excellent	Good	Satisfactory	Poor	n/a
Checking that learning is taking place	Excellent	Good	Satisfactory	Poor	n/a
Intellectually stimulating, inspirational/passionate teaching	Excellent	Good	Satisfactory	Poor	n/a
<i>Please refer to the following page(s) for comments on the observation</i>					

General feedback - consider aspects such as appropriateness of level, is the content up-to-date, accurate use of examples, research-informed, lecturers subject knowledge, etc.

- Overall, this was a good session, which demonstrated some excellent practices and some clear enhancement opportunities for you to consider moving forward. Your delivery was highly engaging and energised, and you discussed some interesting and thought provoking concepts, which clearly had the impact of promoting higher level thinking. However, as identified in the areas for development section, I felt that, based on the duration in which I was observing, there was scope for a more specific student-centred activity, which could have provided a necessary outlet for students with regards to thinking time, reflection and peer discussion.

Strengths - identification of strengths and best practice, e.g. internationalisation, use of technology to enhance teaching, innovative practice, etc.

- Very effective and infectious delivery style. For example, you were very animated in your delivery and the passion and enthusiasm in which you delivered key parts of the session (such as reading the literature and discovery new knowledge) clearly had the impact of engaging the majority of students.
- Very good use of topical examples to introduce and illustrate key concepts. For example, BREXIT and Scottish independence. This had the impact of fostering group discussion, debate and effectively incorporating internationalisation into the session.
- You demonstrated very good awareness of student participation when a specific student appeared to disengage. This links to a theory by Jacob Kounin called 'withitness' and continually monitoring and responding to the learning environment. This had the impact of increasing student engagement.

Suggested Areas for Development

- The observation period was very tutor led, with no student centred activities. On one particular slide an activity was identified, but this was not enacted and was skipped over. This

had the impact of minimising student participation and interaction at times. You discussed some very interesting and thought provoking topics, and an activity or specific 'thinking time' allocated to the students could have precipitated higher level thinking and greater peer discussion and debate.

Part 3 – (Outcome)

Further Action (this should be jointly discussed and agreed by the observer and lecturer)

- Attend CU London training activities. Although exact details are yet to be confirmed, a range of activities will be taking place from w/c 25th June until the 13th July. AA to update MR once confirmed.
- Review your teaching material to ensure that slides do not contain too much text (particularly excessive slides). This links to the dual coding theory (Paivio). Essentially, a reduction of text (where appropriate) and a combination of text and visuals can help reduce cognitive load, thus maximising retention of knowledge.

Lecturers Comments

Thank you.

Lecturer's Signature: *Mohamed Raffa*

Date 24th May 2018

Observer's Signature: *A. Aylmer*

Date 14/05/18

Part 4 – (Observer to complete and to discuss with lecturer as necessary)

Institutional Feedback for Action

a) quality of the learning environment / accommodation for teaching and learning

- Room was appropriate for the session.

b) Opportunity identified to generate session for Academic Professional Development (i.e. best practice to share)

- Delivery style.