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ASSESSMENT COMPONENT: A2

Professional observation

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(Lecturer to indicate Yes or No against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
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AI Acknowledgement

I confirm that I have not used any AI tools in the research and creation of this assignment.

I confirm that I have not presented any AI generated materials as my own work.

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OR:

I acknowledge the use of [AI Tool] [(AI Tool url)] on [Date] to [Purpose my work]. I used the prompt(s):

Examples of AI statements

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- look for sources to support my research
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Introduction:

This essay examines observations of two instructional sessions conducted in an adult education and training context, with the teachers' consent and with their performance closely monitored. The essay aims to provide a critical perspective on how the observed teachers' experiences can be leveraged in the teaching and learning strategies employed during these sessions. It also seeks to capitalise on the strengths and areas for improvement identified during the observations, connecting this instructional practice to relevant adult education theories and applying it to other aspects of life.

Sessions Context

The two sessions had different contexts, although both were observational sessions designed to develop teaching skills in an adult learning environment. The first session focused on education and was conducted face-to-face, while the second session, on economics, was conducted online. However, all learners were adults from diverse backgrounds with varied experiences and abilities. This unique learning and training environment directly fosters learners' confidence and independence (Bandura, 1997).

The difference between face-to-face and remote learning does not hinder the primary objective of teaching observation, which is to witness practical application, benefit from the extensive experience of seasoned teachers, and attempt to apply it in real-world settings. Observation is a fundamental tool for improving teaching and learning in all academic fields and is not limited to any one academic discipline (Wragg, 1999).

Learning outcomes

Observations showed that the lesson was well-planned and had structured learning outcomes. It was organised into efficiently managed segments, including an introduction, guided discussion, group activities, practical application, review, and follow-up. The timing of activities and breaks was precisely defined, demonstrating a clear sequence and pace for the lesson.

The learning outcomes were achieved through a variety of strategies, including asking questions to check understanding, using visual and multimedia explanations to clarify

key concepts, and facilitating several small group discussions. Learners grasped the theoretical concepts, understood their practical application, and reflected on the learning process through participation and discussion. Teachers frequently reviewed the objectives throughout the lesson by summarising the content, clarifying certain concepts, and linking activities to professional standards, ensuring alignment between learning outcomes, activities, and assessment.

Bloom's Taxonomy

The lesson incorporated multiple levels of Bloom's Taxonomy (Skinner, 2011). It clearly reflects cognitive development, as follows:

Recall: Asking questions helped students recall their prior knowledge, in addition to reviewing the presented material, which further reinforced their memory.

Understanding: Clear, simplified vocabulary was used to break down terminology, and diagrams and other visual aids deepened understanding and ensured comprehension.

Application: Students' prior knowledge was effectively applied throughout the tasks assigned to them during the lesson, as clearly demonstrated in the group activities.

Analysis: The group discussions during the lesson involved comparing students' diverse ideas and concepts, facilitating the acquisition of information and providing an opportunity to explore different perspectives.

Evaluation: Students evaluated the options for completing the tasks and voted on whether to prioritise studying certain parts of the curriculum over others. Some students justified their choices during the discussions.

Creativity: Students presented innovative ideas during the discussions, which positively impacted their learning strategies.

This development indicates that the lesson was designed to move learners from lower-order thinking skills to higher-order thinking skills (Bloom et al., 1956; Anderson and Krathwohl, 2001).

Lessons Plan

The lesson was based on a student-centred, inquiry-based learning plan, supported by collaborative and applied learning. The plan included:

Inquiry-based learning: Questioning and discussion guided the exploration of concepts.

Collaborative learning: This was demonstrated through group discussions, interaction among learners, and collaborative problem-solving.

Experimental learning: This was demonstrated through the practical application of theory and the use of real-life examples.

Cumulative learning: Key concepts were reviewed, expanded upon, and reinforced throughout the lesson.

Formative assessment: This was incorporated through ongoing questioning, feedback, and monitoring of group progress.

The teacher's movement between groups, provision of ongoing feedback, and subsequent discussions indicate that the lesson was part of a comprehensive learning plan, not an isolated session, thus supporting the continuous development of knowledge and skills (Biggs and Tang, 2011; Race, 2014).

Teaching Strategies

Observations showed that teachers adopted an active teaching strategy, supported by several sub-strategies, including:

- Questioning Strategy (Inquiry-Based Learning)

The teachers excelled in using a questioning strategy, consistently engaging students with a variety of meaningful questions throughout the lesson. The lesson began with a question to spark curiosity and activate prior knowledge. Open-ended questions were posed periodically to assess student comprehension and encourage reflection and deeper thinking. Questions were asked individually and in groups, ensuring all learners participated and had ample opportunity to contribute. The teachers encouraged students to express and clarify their viewpoints, taking them into account during discussions. Responding through attentiveness, eye contact, nodding, and positive reinforcement, such as "Good question," the teacher created a supportive environment that boosted students' self-confidence (Biggs and Tang, 2011; Prince, 2004).

Overall, the strategy fostered critical thinking, contributed to active participation and student autonomy, and allowed students to develop cognitive awareness through exploration, discussion, and reflection, rather than passive listening. Dialogue-based learning and discussion.

This was evident through opening questions, group discussions, and encouragement to express and discuss their opinions (Johnson, Johnson, and Smith, 2014). The strategy centres on the individual as the fundamental element of the learning process and knowledge acquisition, rather than passively receiving information, analysing, refining

ideas, and comparing viewpoints using different evidence, thereby enhancing critical thinking and deepening the knowledge-building process by correcting misconceptions and connecting them to learners' current experiences. It also develops communication skills through continuous, constructive dialogue and respect for diverse perspectives, which are indispensable in any academic context (Brookfield and Preskill, 2005; Killen, 2016).

Furthermore, ongoing dialogue boosts self-confidence, makes learners feel that their opinions matter, and significantly contributes to academic advancement (Cohen, Manion and Morrison, 2018).

- **Collaborative Learning:**

This type of learning strategy is evident in the learners' behaviour and their engagement in ongoing discussions. It contributes to a deep understanding of the subject matter as learners learn concepts from one another. This fosters critical thinking and problem-solving skills. It also leverages the diverse individual skills of each team member, considering individual differences that reflect each person's abilities and contribution to enriching the discussion (Slavin, 2014).

- **Multimodal / Visual Teaching Strategy**

The teachers implemented a multimedia/visual teaching strategy, where information was presented through multiple channels, including visual, verbal, and physical elements, to simplify and support learners. This included the use of expressive images, diagrams, geometric shapes, clear lines, colors, gestures, and sign language, with emphasis on on-screen text while explaining key ideas. By combining verbal explanations with visual expressions and body language, the teacher was able to simplify key concepts and transform them from abstract to concrete, making them easier to understand.

Undoubtedly, the broad scope of multimedia teaching benefits all learners who process information in different ways. Visual learners benefit from diagrams and images, while auditory learners benefit from explanations and emphasis on key words, and kinesthetic learners benefit from gestures, movement, and demonstrations (Fleming, 2001).

Research has indicated that presenting content through multiple channels improves comprehension, facilitates understanding, and promotes engagement, especially when explaining complex concepts. This approach supports holistic learning by meeting the diverse learning needs of students and improving learners' ability to absorb new ideas and understand content in depth (Mayer, 2009).

- **Scaffolding Strategy**

The scaffolding strategy was used effectively, providing support to learners gradually as they developed their understanding of new concepts. This was achieved by simplifying complex terminology into simpler vocabulary, providing further explanations of learners'

answers, and using examples to convey the overall meaning. Key ideas were reviewed, and important points were emphasised, with visual aids and gestures used to reinforce understanding.

Providing progressive support in a structured manner, then gradually reducing it as learners gain confidence and competence during the lesson, while the teacher monitors students' understanding by asking questions, clarifying misconceptions, and engaging with their contributions, ensures that students remain within their immediate developmental range, where learning is most effective (Biggs and Tang, 2011).

Furthermore, reassuring students, encouraging them not to rush, and stating that understanding develops over time enables all students to participate actively and construct knowledge independently. This strategy fosters deep learning, confidence, and learner autonomy (Hmelo-Silver, Duncan and Chinn, 2007).

- Reflection on the lesson observation

Reflection was evident in the teacher's continuous review and adjustment of the lesson as it unfolded. The teacher also diligently checked student understanding regularly by asking questions such as, "Is this clear?" and revisiting key points when clarification was needed. Student responses were used to guide explanations, simplify terminology, and provide additional examples, demonstrating thoughtful decision-making based on prior planning rather than a rigid lesson delivery (Parry and Taubman, 2013).

Previously covered material was reviewed, and upcoming content was previewed, reflecting on the continuity and development of the lesson. By sharing student opinions with the entire class and collectively clarifying concepts, student feedback was considered and used to foster shared understanding. Follow-up activities and ongoing guidance on assignments further illustrate this reflective practice focused on improving learning outcomes (Petty, 2009; Reece and Walker, 2007).

Overall, reflection was a practical process, with teaching strategies adapted to students' needs during the lesson (Reece and Walker, 2007).

- Motivation in lesson observation

Motivation was clear in the teacher's positive, supportive, and interactive approach. The use of encouragement (e.g., "Good question"), eye contact, nodding, smiling, and attentive listening all contributed to building students' confidence and willingness to participate. A safe learning environment where all opinions were valued encouraged students to freely express their ideas (Rogers and Horrocks, 2010).

The lesson design itself was motivating. Group discussions, practical applications, real-life examples, and microteaching projects made learning meaningful and relevant. Humour was used to ease tension and maintain interest, while reassurance helped students feel comfortable with challenging content (Garner, 2006; Ziv, 1988).

Providing choices in how tasks were completed and respecting students' decisions fostered learner autonomy, a key factor in intrinsic motivation. Furthermore, ongoing dialogue and active participation kept students engaged and involved in the learning process (Shulman, 1987).

Professional Standards

1. Setting High Expectations

The lesson objectives were clear and well-defined, key points were emphasised, and students' understanding of expectations was ensured through reflective questions ("Does this make sense?"). Students were encouraged to actively participate and express their views, demonstrating that all learners are expected to engage and succeed (Biggs and Tang, 2011). Meeting professional standards requires encouraging learners to achieve high standards and take ownership of their learning (Petty, 2009).

2. Promoting Progress and Positive Outcomes

Asking questions, monitoring student understanding, and providing feedback ("good questioning") facilitates the continuous assessment of learning, which undoubtedly contributes to the individual and collective progress of learners (Petty, 2009).

Support strategies and practical tasks ensure that learners effectively apply knowledge, including sharing experiences, expressing diverse opinions, and highlighting key insights. Furthermore, aligning with professional standards, including lesson planning, enables teachers to fulfil their role effectively and undoubtedly contributes to student progress (Hattie, 2009).

3. Demonstrated Sound Knowledge of the Subject Matter and Curriculum

A large number of examples were provided, complex terminology was clearly explained, and concepts were linked to professional standards and real-life contexts. Therefore, a strong grasp of the subject matter and the ability to connect it to practice indicate a degree of alignment with professional standards (Biggs and Tang, 2011).

4. Well-Planned and Delivered Lessons

The lessons were well-planned and structured, including an introduction, discussion, practical application, review, and follow-up. Time was managed effectively, with well-organised breaks and group activities, all proceeding smoothly. This good planning and ability to deliver well-structured and coherent lessons supported the learning outcomes (Reece and Walker, 2007).

5. Adaptation and Differentiation

Explanations were modified based on learners' responses, multiple ways of understanding concepts were offered, and options for completing tasks were provided. Adapting teaching methods to meet the needs of all learners and supporting inclusivity undoubtedly aligns with professional standards (Tomlinson, 2014).

6. Assessment and Feedback

Continuous formative assessment was demonstrated through questioning, group discussions, and follow-up on practical tasks. Feedback reinforced correct answers and clarified misconceptions, thus supporting student progress. Therefore, effectively assessing students and providing timely and constructive feedback are key criteria for aligning with professional standards (Black and Wiliam, 1998).

7. Classroom Environment and Behaviour Management

Humour, encouragement, and positive reinforcement contributed to creating a supportive and engaging learning environment. Maintaining eye contact, circulating the classroom, and encouraging dialogue played a significant role in fostering an atmosphere of respect and cooperation. This led to a safe, positive, and purposeful learning environment (Rogers, 2015).

8. Professionalism and Reflection

Reflection was demonstrated practically through adapting strategies during lessons, reviewing material, and responding to students' needs. This demonstrates a commitment to professional development and improving teaching effectiveness, in line with professional standards (Armitage et al., 2012; Brookfield, 2017).

Assessment and feedback:

Assessment during the lesson was continuous and varied, largely formative and student-centred, and seamlessly integrated with instruction. This effectively supported learning and encouraged active participation throughout the lesson (Hattie and Timperley, 2007). Student understanding was constantly checked through frequent "Is this clear?" questions, eye contact, nodding, and encouragement of participation from individuals and groups. Questions were posed before, during, and after activities, allowing the teacher to assess prior knowledge, monitor progress, and clarify misconceptions in real time (Black and Wiliam, 1998).

Assessment was interactive and discussion-based. Group discussions, dialogues, and opportunities for students to share their perspectives were key assessment strategies. Practical application supported the assessment of learning. Students were asked to apply what they had learned through ongoing discussions, mini-projects, and other activities, allowing assessment of understanding through real-world tasks rather than

relying solely on oral responses. Upcoming material was also reviewed, and students were monitored during preparation time to ensure their readiness and understanding (Gibbs and Simpson, 2004).

Feedback was immediate and supportive. Concepts were clarified, complex terminology simplified, multiple examples provided, and ideas re-explained as needed. Feedback focused on reinforcing key concepts and tactfully correcting misconceptions, while reassuring students that learning is a gradual process. Assessment helped guide instruction. The teacher adjusted explanations, offered alternative methods, and provided practical solutions when students encountered difficulties. Time was carefully managed throughout the lesson, with regular monitoring of group progress and understanding (Nicol and Macfarlane-Dick, 2006).

Conclusion:

No doubt observing lessons and teachers in the classroom has a significant positive impact on trainees. They have ample opportunities to closely observe and, under the guidance of a skilled, qualified teacher with extensive experience in the educational process, to follow a practical approach. The meticulous details and documented observations provide a powerful boost that extends beyond the classroom, offering valuable life experiences that add depth and value to those aspiring to work in education. It's like entering a lush garden and enjoying its diverse fruits and flowers, each with its own unique fragrance and form.

The teacher's insightful observations enable them to connect the scientific theories they have studied over a long period with practical application in real-world settings (Wallace, 1991). This provides trainees with the opportunity to learn how these theories are applied, assess their impact on learners, and determine the most suitable strategy for different types of students. An experienced teacher can adapt and manage these factors to achieve optimal results.

This reflective practice encourages trainee teachers to review the teaching methods they are considering adopting based on their theoretical studies. It moves them to a new practical horizon that contributes to continuous self-development.

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Teacher Observation Form



Teacher	A
Date	19/01/2026
Group	PCET
Topic/Context	Digital Pedagogy
Notes on the lesson:	
• Begin with a question. • Try to capture attention through suspense and encourage curiosity. • Draw attention to the presentation. • Maintain eye contact. • Use hand gestures. Set a time limit and assign students to schedule breaks. • Emphasis on key points using appropriate stress. • Use expressive images and geometric shapes for clarification and to capture attention. Offer multiple options and alternative approaches	

to discussing a single topic.

- Read from the board or screen when necessary to clarify important information.
- Use humour occasionally to break the monotony.
- Assign students a practical application of what they have learned to the microteach project they have already presented to reinforce the information.
- Review the presenter's upcoming material while students are preparing.
- Respond to questions and give students their full attention.
- Maintain eye contact with students and smile.
- Divide the class into groups for group discussion on a specific topic.
- Clearly display the questions to be discussed during the activity on the screen for easy reference.
- Review the material to be presented during the activity and prepare thoroughly for the next segment. Follow up. For group discussions and remote interaction, avoid interrupting the conversation.
- Posed questions to different groups and allowed students to share their perspectives on the activity.

- Discuss specific points with some students and encourage them to further express their viewpoints. Provide continuous reinforcement through positive words that express appreciation for all opinions expressed during the discussion.
- Explain some learners' opinions in detail and clarify the concept for everyone when presenting something related to the topic.
- Move around the classroom, reach different groups, and speak closely.
- Emphasize certain concepts and provide feedback on learners' comments.
- Ask about the break on time and give students sufficient time to leave and return at the specified time emphasized by the teacher.
- Use abbreviations to explain specific concepts.
- Constantly gesture and try to clarify the presentation for all learners.
- Move around and demonstrate the continuous activity of the students.
- Emphasize certain letters to suggest the importance of the word or phrase being spoken.

Use sign language for clarification.

- Stand in front of the screen, point to the text, and explain it while looking at the learners. Provide additional information and multiple examples on the same topic.
- Constantly ask about the learner's knowledge and understanding of the topic. Does it make sense?
- Nodding and looking the questioner in the eye to give them importance and boost their self-confidence.
- The importance of digital tools appropriate for each lesson according to its importance and time.
- Another activity: discussion/dividing groups according to topic and number.
- Visiting the different groups and talking with them about the topic of discussion and answering their questions.
- Providing practical solutions for students when there are obstacles.
- Managing time in different segments and focusing on giving enough time to each segment. Asking about the progress of the discussions and answering questions clearly.

- Providing examples of tools that are useful in learning and attract learners. Reinforcing the questioner: Good question.
- Spreading humor and dealing comfortably with learners to break down barriers that stand in the way of the educational process. Asking students to go ahead with the presentation before asking them to be honest.
- Standing in the middle of the learning groups to allow everyone to talk and reach them easily.
- Flexibility in dealing with students and giving them the full opportunity to express their viewpoints. Giving examples from daily life and linking them to the lesson topic.
- Emphasising and allowing all students to learn during the lesson through questions.
Ongoing dialogue
- Repeating the question of how specific information was obtained and explaining the methods used
- Presenting options for students to complete the lesson in a particular way, voting on them, and ultimately respecting their wishes
- Breaking down complex terminology and

simplifying it into specific vocabulary that contributes to understanding and conveying the intended information

- Providing students with examples of how learning methods are organized in certain models
- engagingly explaining diagrams, using good colours, clear font, and sign language
- Reassuring students that understanding will come eventually, and urging them not to rush or worry
- Linking educational concepts in the lesson to professional standards
- Summarising the above in some way
- Providing ongoing and helpful advice to students on how to work on assignments

What I have learned:

- Starting a lesson with questions and suspense immediately increases learner engagement.
- Eye contact, smiling, nodding, and movement help create a supportive and interactive learning environment.
- Using visuals, diagrams, gestures, and sign language makes complex ideas easier to understand.

- Group discussions encourage participation and allow learners to share diverse perspectives.
- Clear instructions and displayed questions help students stay focused during activities.
- Positive feedback and respectful responses increase learner confidence.
- Regular checks for understanding ensure learners are following the content.
- Linking content to real-life examples and professional contexts improves relevance.
- Effective time management supports smooth lesson flow and student focus.
- Flexibility and patience help accommodate different learning needs.

Targets to improve my own practice (mapped to professional standards):

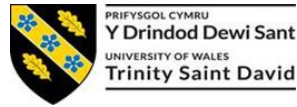
I will:

- Design lesson plans that include an engaging

question, visuals, and varied activities.

- explain key ideas using at least two different strategies in every lesson.
- consciously use body language and voice stress to highlight key points.
- ensure all students have opportunities to speak during discussions.
- regularly ask “Does this make sense?” and respond to learner needs.
- chose clear time limits for activities and monitor progress closely.
- Reflect after each lesson to identify one strength and one area to improve.

Teacher Observation Form



Teacher	B
Date	27/01/2026
Group	Master's in business
Topic/Context	Literature review
Notes on the lesson:	
• The teacher clearly explained steps for writing a literature review, from searching sources to synthesizing findings. • Examples were used to show the difference between summary and critical analysis. • The teacher demonstrated how to design an online questionnaire using digital tools. • Instructions on question types, sequencing, and clarity were practical and easy to follow. • Ethical considerations (consent, anonymity) were briefly highlighted. • Students were encouraged to ask questions and	

relate methods to their master's research topics.

- The teacher checked understanding and clarified points when needed.
- The session effectively linked theory with practical research application.

What I have learned:

How to structure a literature review (searching, evaluating, synthesising sources).

The importance of critical analysis, not just summarising studies.

How to design and distribute online questionnaires effectively.

Choosing appropriate question types and clear wording.

Basic ethical considerations (consent, anonymity).

Linking research methods directly to Master 's-level academic standards.

Targets to improve my own practice (mapped to professional standards):

I will:

- Improve my understanding of research methodology and academic writing.
- Use clear, step-by-step explanations with practical examples.
- Check understanding regularly and clarify misconceptions early.

- Confidently use online platforms for data collection and analysis.
- Apply ethical standards and reflect on my practice for continuous improvement.

Action Plan

Target	<i>Specific</i> Steps	Measurable <i>What</i>	Achievable <i>How</i>	Realistic <i>Why</i>	Time-bound <i>When</i>
Enhancing my planning skills for future lessons	Review previous lesson plans to identify strengths and gaps.	Improved clarity and structure in lesson plans.	Allocate dedicated weekly time to planning.	Enhanced planning will improve lesson flow and learner engagement.	Initial improvement within 4 weeks
choosing realistic, achievable, and measurable learning objectives	Use SMART criteria to set clear learning objectives	Learning objectives reflect measurable outcomes.	Use templates and planning tools consistently. activities related to lesson design.	Clear objectives help learners understand expectations.	Review and adjust plans at the end of each half term
focusing on strategy within lesson planning	Incorporate strategic teaching methods into each lesson plan	Strategy represents an effective qualitative education	Focusing on the strategy while planning Engage in activities related to lesson design.	A good strategy helps both teacher and learner to achieve learning outcomes	ongoing development throughout the academic year
organising time effectively during sessions	Create structured time allocations for each lesson component.	Evidence of effective time management during sessions.	Considering the appropriate timing for each section when planning the lesson. Apply feedback from observations to refine planning	Time-management leads to smoother delivery and better content coverage.	Ongoing development throughout the academic year