Formative Observation of Teaching & Learning

Name of Tutor(s)	Xayyachack Sounvoravong	The session shows evidence of planning	**X**
Institution	NUOL, Laos	The students demonstrate engagement in the lesson	**X**
Module	10- ESP Pathway Programme	Appropriate assessments have taken place	
Date	13.12.2018	A discussion between the tutor and the students has taken place	
Duration	180 minutes- 9.00AM-12.00AM	The tutor has engaged in reflection and self-evaluation (post-observation)	**X**
Group/Level Photos/Videos	Lecturers/Teachers/Academic Staff	The lesson was conducted in an inclusive manner	**X**

Evaluation Methods: In order to make a judgement about the overall quality of teaching, the following criteria must be met.

Name of observer(s)	Jerald Cavanagh	
Lesson Objective (to be completed by trainer(s)	The objectives of this course are to motivate learners to participate in activities related to Soft Skills Method and techniques of academic writing including word study, sentence structure, paragraph and steps of writing**.** After the course, learners will be able to use soft skill technique to improve teaching – learning quality for their institution and the learners will be able to give presentation associated with writing the process.	*(For joint observations)*

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Teaching and learning (please comment on what you have seen in the observation)	Professional Standards (PleHowever, give "wait time" when you ask a ase identify where appropriate)
There were 23 participants as per the participant list that was kept by the Tutor. The lesson was delivered in Laotian with some occasional English inputs. The lesson could have benefitted from having translator available to translate and hence enhance lesson delivery. A computer, Microsoft PowerPoint and Computer Speakers were used to deliver the training. The lighting in the room was adequate (perhaps overly bright at times as per the image below). Participant records (lists) were kept of the lesson. Module record of Training Activity should be fully completed for each lesson in each module. As has been the case with other Piloting of Modules done in this project to date, in order to increase involvement in the CATALYST project and to involve universities and organisations external to the project, it is recommended that more of such external stakeholders should be invited to these trainings in the future. As per the image below, arrangement of seating for this event was adequate but could be improved as for example (as can be seen below), not all participants were directly facing the Tutor. Many were seated down along the sides of the training room in "Boardroom style" and hence not facing the tutor but sitting facing across from each other. This aspect of the training could certainly be improved and should be easily fixable for future trainings with more appropriate choice of seating arrangement. As is evident from the further image below- with such seating arrangements, many of the participants were facing each other across long spaces, instead of facing the tutor.	**Areas of Activity** AA1. Design and plan learning activities and/or programmes of study AA2. Teach and/or support learning AA3. Assess and give feedback to learners AA4. Develop effective learning environments and approaches to student support and guidance AA5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices **Professional Values** PV1. Respect individual learners and diverse learning communities PV2. Promote participation in higher education and equality of opportunity for learners PV3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development PV4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice **Core knowledge** CK1 The subject material CK2 Appropriate methods for teaching, learning and assessing in the subject area

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This kind of environment, does not promote active learning, and may hinder concentration and active participation. Such seating set up may lead to distraction for participants, such as over usage of laptops, phones and media during the session.

The tutor proved very capable of delivering the core elements of the Module which covered in the main, areas such as ESP (English for Specific Purposes), Soft Skills, PPP Model and the Writing Process. The materials covered by the tutor focussed on a number of different areas as follows:

- Introduction to Catalyst Project Consortium & Objectives
- Soft and Hard skills: definition and differences
- Presentation, Practice, Production
- Grammar- word class and word order: Nouns, Pronouns, Adjectives, Verbs, Adverbs, Prepositions, Conjunction, Interjection
- The Writing process: Sentence Structure, Subject + Verb+ compliment
- Paragraph structure
- Writing steps: Selecting topic, Brainstorming, Organizing, Drafting, Reviewing/Revising, Writing
- Letter Writing

The Tutor primarily used Microsoft PowerPoint to deliver the training. PowerPoint slides could benefit from better use of imagery and with more slides used to cover each topic. Slides such as the examples below, could be expanded upon, to incorporate more detail and features, to help make the PowerPoint experience more interactive and impactful.
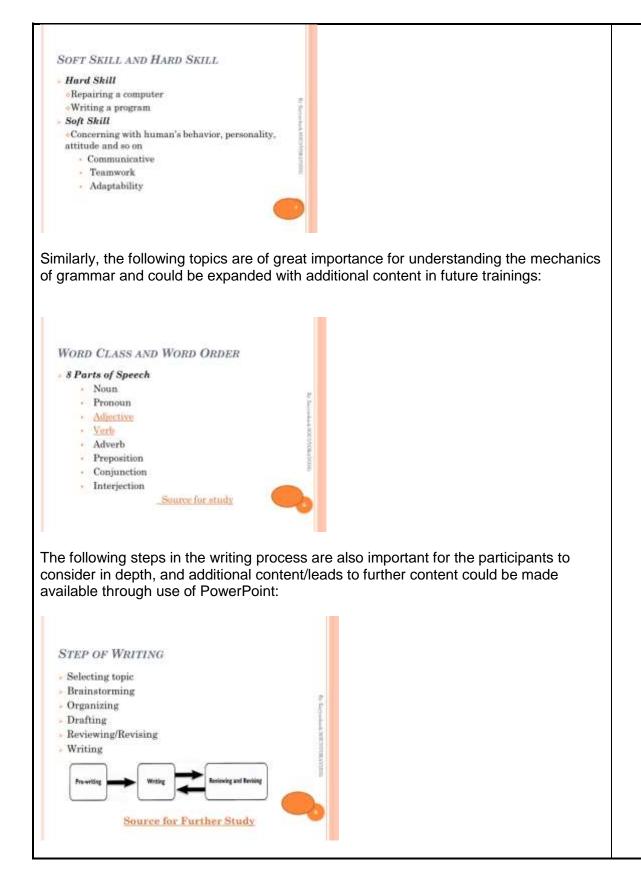
In most cases, only one slide in the training was dedicated to each topic. As per the example below, such slides could be expanded on and enhanced:

and at the level of the academic programme
CK3 How students learn, both
generally and within their subject/disciplinary area(s)
CK4. The use and value of appropriate learning technologies
CK5. Methods for evaluating the
effectiveness of teaching
CK6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching.
CK7. Contribute to organisational development and quality improvement through collaboration with others.

SOFT SKILL AND HARD SKILL

- **Hard Skill**
  - Repairing a computer
  - Writing a program
- **Soft Skill**
  - Concerning with human's behavior, personality, attitude and so on
    - Communicative
    - Teamwork
    - Adaptability

Similarly, the following topics are of great importance for understanding the mechanics of grammar and could be expanded with additional content in future trainings:

WORD CLASS AND WORD ORDER

- **8 Parts of Speech**
  - Noun
  - Pronoun
  - Adjective
  - Verb
  - Adverb
  - Preposition
  - Conjunction
  - Interjection

Source for study

The following steps in the writing process are also important for the participants to consider in depth, and additional content/leads to further content could be made available through use of PowerPoint:

STEP OF WRITING

- Selecting topic
- Brainstorming
- Organizing
- Drafting
- Reviewing/Revising
- Writing

Pre-writing → Writing → Reviewing and Revising

Source for Further Study

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In general, use of PowerPoint could be improved- in almost all cases, only one PowerPoint slide was dedicated to each topic. While in one way this is not always a negative thing as it avoids so called *death by PowerPoint* type training, which can be monotonous, boring, nevertheless, if opting to use PowerPoint as a training tool for this Module its usage could be expanded and deepened with additional content and features.

There was a practical session at the end which involved getting participants to practice letter writing.

Also, despite being an interesting training session which was delivered well by the Tutor, the materials could benefit also from inclusion of some multi-media such as more online video clips, internet, audio.

The session would benefit also from the Participants being given some homework or follow-up work of some kind, to work on after the session had ended.

Impact of teaching on students' progress/Learning Outcomes (please comment on what you have seen in the observation)

The participants in this training session were attentive, however, perhaps attention span and hence impact was hindered slightly at times by a number of factors such as room set up, use of lighting, use of PowerPoint.

The IT set up was good and involved use of Computer Projector and laptop.

In general though, the impact of teaching on students' progress/Learning Outcomes was good. The Tutor demonstrated a good understanding of the topic and in fact, the Tutor's choice of materials used during the sessions such as content of PowerPoint slides, did not sufficiently convey the actual motivation and enthuasim of the tutor or do justice to their knowledge of this topic which was quite strong.

Owing to the enthusiasm and energy of the tutor and good knowledge of the topics being taught, the participants were able to grasp the topics being presented and for this the tutor should be commended.

Hence, we are pleased to report that the teaching had a positive impact on students' progress/Learning Outcomes.

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Subject Knowledge (please comment on what you have seen in the observation)	
Subject knowledge of tutors was actually quite strong and the tutor demonstrated a good knowledge of the field: The supporting materials and choice of training supports selected and the manner in which they were used by the tutor could be improved so as to ensure that materials used match the clear enthusiasm and knowledge of the Tutor.	

Areas to develop and agreed SMART targets	Proposed deadline
SMART is an acronym: specific, measurable, achievable, realistic and timely. It's so that the targets can be identified easily and checked off when they've been achieved. Seating arrangements at times not appropriate – many participants not facing tutor. Lighting- too bright hence can lead to distraction, poor attention levels. As the session was conducted almost entirely in Laotian, a translator could be provided where possible for future observations. Overly limited use of Microsoft PowerPoint, more creativity needed and additional content/features/enhancements needed More student participation- only one practical session- Letter Writing was included- further practical sessions could be incorporated to promote effective active learning and group-work. Related to this, more focus on the Communicative Approach (CA) and better interaction with participants is encouraged. Involvement of external universities/organisations/bodies in the training should be encouraged to boost external participation, exchange of experience. More time should be dedicated to explaining the Piloting in the context of the CATALYST project as a whole. Provide participants with homework and/or follow up at the end of each session. In general, we are pleased to report that this was a very good training session delivered by the tutor and we wish to congratulate them for his efforts and enthusiasm. The above recommendations should be taken into consideration for any future Piloting training of these modules. As a final comment, it should be noted also that the training was covered effectively through photography and this is an important vehicle for dissemination in the project and the organisers of the	

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training should be commended for their thoroughness in this regard. The image below shows some of the participants in the 2nd Piloting pictured with the EU observer: