

Title: **Developing a Professional Approach to Teaching Observation: emphasising creativity and innovation within a framework**

Presenters: **Stylianos Hatzipanagos and Simon Lygo-Baker**
King's College London

Abstract:

Session Learning Outcomes

Delegates will:

- Become aware of merits and disadvantages of different models of teaching observation with an emphasis on models involving educational developers as observers.
- Explore the tensions between government initiatives driving at the enhancement of the professionalism of teaching in Higher Education and the formative and developmental aspects of teaching observations.
- Become aware of research that has investigated attempts to reconcile teaching observations and procedural frameworks within which formative aspects can be nurtured and developed.
- Evaluate above approaches and apply to their own particular context.

Session Outline

Teaching observations in a higher education context can be used as a managerial tool to ensure standards are met/maintained. Alternatively, they can be underpinned by an observer's intention to enhance learning and teaching.

Our research took Gosling's (2002) suggestion that there are teaching observation models which rely upon peers from the same discipline engaging in an observation and models involving educational developers as observers.

In this session, we will examine whether the 'educational developers as observers' model provides evidence that teaching observation can be developmental and formative despite the approach stemming from government initiatives towards standards-driven teaching.

Session Activities

After a short presentation and discussion on the merits of different models of teaching observation, an activity in small groups will draw from the experiences of the participants to discuss tensions between formative and developmental aspects of teaching observations and standards in a range of Higher Education Institutions.

References

Gosling, D. (2002). *Three models of Peer Observation of Teaching*. Available online at: http://www.heacademy.ac.uk/resources.asp?process=full_record§ion=generic&id=200 (accessed 29 July 2005).