

Observing Learning Events

Introduction What do the learners see and hear during a learning event?
What does a videotape recording of your lesson reveal?
What happens when you “see yourself” through the eyes of another person?
Reporting your answers to these questions provides more objective data for feedback sessions.

Role-playing: description Role-playing is one very effective method of interacting in groups.

- One person takes the role of “instructor” and teaches a brief lesson.
- A second person takes the role of “learner” and engages in a learning task.
- A third person takes the role of “observer” and makes notes about what happens, for the purpose of giving feedback information to the others.

Before you begin playing the role of an observer, you need to know how to collect the data you will use for feedback to the persons you observe.

Purpose Use the observation grid to record data and information about the learning events you witness as you play the role of an observer. It will assist you in recalling what you want to say during the feedback that follows a role-play.

Results By the end of the course, you will have —

- observed several different learning events.
- received feedback from several different observers.
- made notes about how others manage several types of instructional resources.

More...

More... Observing Learning Events

Description of observation grid

The observation grid is a form on which you make notes about any events you observe in this course. It has —

- three copies, enough space for noting nine observations.
- three columns, with space for three different observations per sheet.
- six rows for notes about six resources to manage during a learning event.
- categories for what you observe about the learning event.

This table shows each category and its meaning.

Category	Meaning
Plus	effective, expected, good, positive, right
Minus	does not work, needs changing, wrong, unacceptable
Interesting	whatever does not fit in the <i>Plus</i> or <i>Minus</i> category

Six resource types

The six resource types on the observation grid are the same “6 M’s” that form the Ishikawa fishbone. Observation #1 is an example.

Procedural action steps

When your turn comes to play the role of observer, follow these steps to observe effectively:

Before you start:

- a. Open your Learner Guide to an unused Observation Grid.
- b. Review your objective as observer: what you are taking notes about.
- c. Ask instructor to clear up any doubts about your role.

Getting started:

1. Observe what happens without making any judgments yet.
2. Write a brief note about it in the place provided on Grid.
3. Judge what information you want to share as feedback.

Note: You need not share any, if you so choose.

Learning hints

If you are new at observing and taking notes, ease into it slowly. You will learn how to improve from each observation. Apply these guidelines:

- Spend more time observing than taking notes.
- Slice up the learning event into manageable pieces.
 - Focus on just one resource type during the first event.
 - Focus on a different resource type during each other event.
 - Gradually, expand by taking notes about more than one resource type.

Observation Grids 1, 2, 3

Resource	Observation #1 Plus Minus Interesting	Observation #2 Plus Minus Interesting	Observation #3 Plus Minus Interesting
<i>Man/Woman</i> <ul style="list-style-type: none"> • Customer • Facilitator • Instructor • Learner • Observer 	+ Mary was ready. – She went one minute overtime. i She used humor.		
<i>Measure</i> <ul style="list-style-type: none"> • Metric • Criterion • Question • Standard • Test 	+ Asked what we already knew about her topic, <i>Clist</i> . – Left out one required objective. i We made a Clist!		
<i>Method</i> <ul style="list-style-type: none"> • Delivery • Means • Media • Procedure • Process 	+ Question & answer discussion – Shadow on viewgraph image. i Used colors.		
<i>Material</i> <ul style="list-style-type: none"> • Content • Data • Information • Subj. matter • Topic 	+ Topic was <i>Clist</i> . – No examples. i How she learned it on her other job.		
<i>Machine</i> <ul style="list-style-type: none"> • Computer • Equipment • Prop • Tool 	+ Overhead projector – Bulb burned out. i No second bulb		
<i>Milieu</i> <ul style="list-style-type: none"> • Atmosphere • Climate • Environment 	+ Asked 2 qq. of two different learners. – No eye contact. i Joke was funny.		

Observation Grids 4, 5, 6

Resource	Observation #4 Plus Minus Interesting	Observation #5 Plus Minus Interesting	Observation #6 Plus Minus Interesting
<i>Man/Woman</i> <ul style="list-style-type: none"> • Customer • Facilitator • Instructor • Learner • Observer 			
<i>Measure</i> <ul style="list-style-type: none"> • Metric • Criterion • Question • Standard • Test 			
<i>Method</i> <ul style="list-style-type: none"> • Delivery • Means • Media • Procedure • Process 			
<i>Material</i> <ul style="list-style-type: none"> • Content • Data • Information • Subj. matter • Topic 			
<i>Machine</i> <ul style="list-style-type: none"> • Computer • Equipment • Prop • Tool 			
<i>Milieu</i> <ul style="list-style-type: none"> • Atmosphere • Climate • Environment 			

Observation Grids 7, 8, 9

Resource	Observation #7 Plus Minus Interesting	Observation #8 Plus Minus Interesting	Observation #9 Plus Minus Interesting
<i>Man/Woman</i> <ul style="list-style-type: none"> • Customer • Facilitator • Instructor • Learner • Observer 			
<i>Measure</i> <ul style="list-style-type: none"> • Metric • Criterion • Question • Standard • Test 			
<i>Method</i> <ul style="list-style-type: none"> • Delivery • Means • Media • Procedure • Process 			
<i>Material</i> <ul style="list-style-type: none"> • Content • Data • Information • Subj. matter • Topic 			
<i>Machine</i> <ul style="list-style-type: none"> • Computer • Equipment • Prop • Tool 			
<i>Milieu</i> <ul style="list-style-type: none"> • Atmosphere • Climate • Environment 			