Classroom Observation

Instructor: Observer: Date: March 13, 2007

Effective Discussion Leading/Questioning Behaviors

1. Asks focused, clearly worded questions, open-ended or closed.

2. Speaks clearly or loudly or repeats questions so that they can be heard by all students.

3. Conveys to students a genuine interesting hearing their responses.

4. Allows sufficient wait time (7 to 10 seconds minimum) before restating the question or asking another student for a response.

5. Makes eye contact with students when asking questions.

6. Calls students by name during questioning and response.

7. Politely asks students to restate inaudible responses more loudly so that everyone is able to hear.

8. Moves purposefully, does not remain primarily in one place.

9. Engages many students; does not allow a minority of vocal or impulsive students to dominate the class.

10. Uses a variety of strategies to allow different kinds of learners to a chance to answer comfortably.

11. Asks different levels of questions (varying levels of difficulty) that are challenging and stimulating to ALL students not just those perceived as having higher ability.

12. Probes for correct responses to questions rather than giving the correct answer.

13. Asks students to justify and further explain responses.

14. Encourages students to answer each other’s questions.

15. Allows time to consider different points of view and encourages multiple responses.

16. Creates a safe, supportive atmosphere for students to answer questions.

17. Makes regular comprehension checks in the form of specific questions (e.g. “How does this new concept relate to…? NOT “Is that clear?”)

From Handbook for Peer Review, Teaching Enhancement Center, Temple University