

What can be observed in a lesson?

learning conditions

- Does the teacher take into account the age or level of development of the pupils?
- How does the teacher incorporate the prior knowledge and interests of the pupils into his lessons?
- Does he / she build on the pupils' personal experiences?
- Are there interruptions due to external issues? Does the teacher address these problems?
- Are there general class-specific features to be observed?
- Does he/she observe difficulties arising from the composition of the class, the size of the study group, prominent pupil personalities, extreme conflicts among pupils ... Does the teacher address these issues ?

Teaching steps

- How is the initial situation structured? Partial repetition of the prior lesson, discussion of the homework, specification of the new topic and/or goal, introduction to a topic, a problem, tackling organizational / atmospheric issues
- How is the course of the lesson structured? Content steps are clear, change of methods / social forms, topical variety
- How does the teacher end the lesson? Securing the results, methodical review, time of the homework assignment, outlook for the next lesson
- How is the overall didactics? Problem-oriented (inductive), result-oriented (deductive), information-oriented, questions about understanding / control, questions stimulating thought, (procedural) instructions, discussion situations

Media

- What media are used?
- What is the function of the media use? Communication of information, illustration, explanatory aids, structuring aids, (procedural) instructions, subject of observation or analysis, reason for speaking. Or: Do media substitute or replace the teacher?
- What are practical and technical problems associated with the use of media

Teacher activities

- How is the content presented? explained, demonstrated, shown using examples, recited, dictated, summarized, repeated ...?
- How does the teacher involve the pupils in the lesson? Questions, requests, impulses, (procedural) Instructions...
- How are instructions formulated?
- How does the teacher formulate questions? Question level, question technique. How does the teacher deal with different answers / contributions? correct / useful / good, partly correct / incomplete, wrong / unusable contributions
- Are the pupils supported and guided in learning? Is help offered in the event of arising difficulties?
- Do the pupils have to do homework? how, when, what type?
- How do you perceive the way the teacher speaks? Modulation, speed, intelligibility ...
- How do you perceive the body language of the teacher? Gestures, facial expressions, behavior in the room ...

Social forms

- Which social forms are used? Class lessons, individual work, partner work, group work
- What is the proportion of the different social forms being used?
- Do seating arrangements and social forms match?
- How do the individual social forms work? Share of speech teacher-student, discipline, type and intensity of student activities, teacher role ...

Pupils' activities

- Which activities can be observed? Writing, drawing, showing, experimenting ...
- In what form are pupils' responses given? Individual words, half sentences, statements in a longer context, reading out results ...
- Do pupils bring in contributions of their own? Questions, stories, additions, contradictions ...
- Can you notice differences in pupils' attention?
- Do the pupils work cooperatively when working in groups?
- How do pupils select and process working material on their own?
- What undisciplined activities can you observe?
- What disciplinary problems are particularly common?
- Which of them were perceived / not perceived by the teacher?

Interactions

- What is the social climate like in class?
- Who influences the climate in a positive / negative way? How?
- How do the pupils interact? Listen, cut each other off, aggressive behavior (in words, in actions) ...
- What is the relationship between boys and girls?
- What is the teacher-student relationship like?
- Are the pupils involved in decisions about how to proceed?
- What role do praise / encouragement / blame play?
- How high is the pupil participation?
- Which pupils are particularly involved?
- Are there any tendencies (gender, seating arrangement, performance ...) as to which pupils are called to participate?
- How does the teacher deal with disturbances / conflicts?