

OTGA Class Observation Report

The OTGA Class Observation Report is used to evaluate and improve teaching and learning for quality assurance purposes of OTGA courses, assessing structure, format, resources, interaction, and overall didactics during classes. All OTGA courses will be reviewed annually by the OTGA Secretariat or RTC/STC Representative. Feedback and recommendations for improvement will be provided to the Course Coordinator. Future editions of courses that have been evaluated must address the recommendations provided.

RTC/STC/Affiliated Partner: Course name: Course Date: Course ID:						
General Criteria	Score					Notes
Class Structure. <i>Are the class title and learning objective(s) clearly stated?</i> <i>Are the session outline and rationale coherent and logically organized?</i> <i>Is the session explicitly linked to the overall course objectives?</i>	(1) No clear title or objectives; disorganized or missing outline; no rationale; session disconnected from course aims or sequence	(2) Title present but objectives vague or non-measurable; outline or rationale weak; links to course aims are superficial or implicit.	(3) Title and objectives present and generally aligned; reasonable outline and basic course linkage; some gaps in timing or rationale.	(4) Clear title and specific objectives; well-organized outline and rationale; links to course aims, minor timing or sequencing details missing	(5) Clear engaging title; precise measurable objectives; logical timed outline; explicit rationale; strong links to course sequence and goals.	
Learning resources. <i>Are learning resources of good quality, referenced, and up-to-date?</i> <i>Are resources aligned with the session's objectives and suit the learners' level?</i> <i>Are there resources for active learning, creative thinking, and knowledge application?</i>	(1) Resources outdated, non-credible, or irrelevant; no alignment to objectives; no support for engagement and active learning.	(2) Few credible or partly outdated resources; poor alignment to objectives; minimal active-learning support	(3) Credible and reasonably current resources; some variety; generally aligned to objectives; limited active-learning features	(4) High-quality, mostly current resources in several formats; aligns with objectives and supports engagement	(5) Current, varied formats; directly aligned to objectives; accessible; actively supports problem-solving, creativity, and application	

<p>Interaction and support</p> <p><i>Does the lecturer encourage the participation of all learners?</i></p> <p><i>Are learners personally addressed and invited to participate?</i></p> <p><i>Is support provided when learners experience difficulties?</i></p>	(1) Little encouragement of participation; learners not addressed; support absent or inappropriate; interactions may feel dismissive or unsafe.	(2) Engagement uneven relies on volunteers; invitations and support inconsistent; climate neutral with limited psychological-safety practices.	(3) Several engagement strategies used; learners invited; support is usually available; interactions respectful but some learners are less included.	(4) Frequent inclusive engagement; learners personally invited; support timely and appropriate; generally respectful climate with minor inconsistencies	(5) Proactive inclusive strategies; learners routinely addressed; timely differentiated support; constructive feedback; strong support for psychological safety and respect.	
<p>Teaching and didactics.</p> <p><i>Is teaching planned to meet the needs of all learners?</i></p> <p><i>Do lesson activities take into account learner interests and experiences?</i></p> <p><i>Are varied teaching methods used?</i></p>	(1) No planning for diverse needs; activities irrelevant to learners; single ineffective method; poor alignment with objectives.	(2) Minimal differentiation ; limited methods; activities only partially support objectives or deeper learning.	(3) Some differentiation and relevance; a mix of methods present; alignment to objectives acceptable but not consistently optimized.	(4) Thoughtful planning with differentiation ; relevant activities; multiple effective methods aligned to objectives; minor gaps in inclusion or alignment	(5) Lesson planned for diverse learners; activities reflect student interests; varied, well-aligned methods promoting higher-order skills.	
Overall score /20						%
<p>General comments</p> <p><i>Include any comments or suggestions that could be used to improve the teaching and learning.</i></p>						

Reviewer:

Date: