

Observation grid_PD

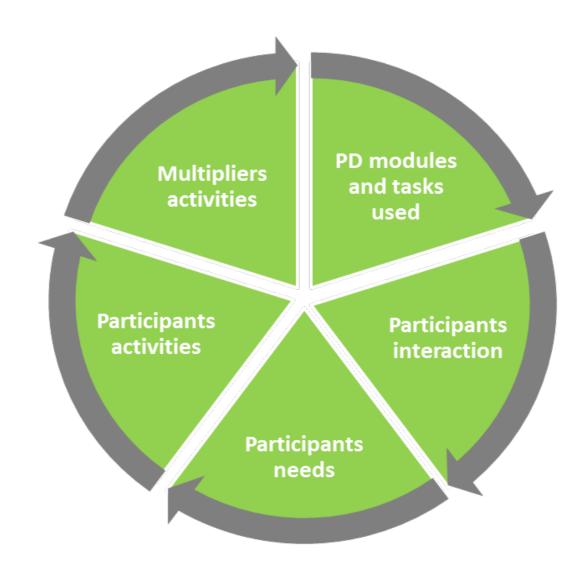
| Date: | Time: | No. of participants: | | |
|--|-------|----------------------|--|--|
| Multiplier/ Participant facilitator (is he/she an engaged teacher or specially trained teacher educator?): | | Observer: | | |
| Topic: | | | | |
| Aim of the PD session: | | | | |
| Did you observe a face-to-face session or a e-learning session?: | | | | |

Please fill in <u>during the PD observation</u>

| Time | Observation | Comment |
|------|-------------|---------|
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When observing the PD, please focus on the following aspects:





Please answer the following questions after the PD observation (This is part of the case study)

| Description of the PD |
|---|
| How was the overall PD concept implemented? How was the PD organized? (Topic/Subject/Session, |
| aims of the PD and leghths, Type of course you observed (face-to-face session or e-learning |
| session), phases of the PD course, type of work, resources used, no. of participants, is the |
| multiplier/facilitator an engageg teacher or specially trained teacher educator?) |
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| Participants activities |
| Was participants-led inquiry provided? How did the participants use each other for support and as |
| resources? |
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| Participants interaction |
| How did the multiplier/facilitator initiate/ facilitate discussions and debates between the |
| participants? How was the participant interaction supported by the multiplier/facilitator? |
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| Participants needs |
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| How did the multiplier/facilitator match his/her communication to the needs and abilities of the |
| group? How were the resources matched to the needs of the target group? |
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| Multipliers/Facilitators activities |
| What teaching strategies did the multiplier/facilitator use? Did he/ she engage the participants and |
| promoted participant's learning? How did the multiplier/facilitator give feedback to the |
| participants? Did the participants used the multiplier/facilitator as ressource? How? |
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| PD modules/ Tasks used |
| Which mascil PD modules and tasks were used? How was the tooklit changed? Why? How were |
| modules/tasks constructed/ composed? Did the modules/tasks refer to the WoW? How? How did |
| the participants react to the tasks/ pedagogies? |
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Analysis

| How do you appraise the PD sesson? (Was the sessions inquiry-based? Was connection made to the | | |
|--|--|--|
| WoW? What were the main features of inquiry-based learning in the PD? Did the participants | | |
| experience the pedagogies they are expected to use?) | | |
| experience the pedagogies they are expected to doery | | |
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| Which teaching strategies, materials, techniques, were supportive in terms of participants | | |
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| implementation of IBL and WoW in classroom. | | |
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| Which teaching strategies, materials, techniques, were hindering in terms of participants | | |
| implementation of IBL and WoW in classroom. | | |
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