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# Erasmus+

## DIREKT revised Observation & Evaluation template

Date: 21/05/2018

Location: Petrozavodsk State University,  
Pushkinskaya Street, 17, Petrozavodsk

### Observation Form

**Confidentiality considerations:** *The purpose of the DIRECT Observations & Evaluation is to maintain our goal of teaching excellence within the DIREKT project, and to provide a venue for us to share teaching ideas and strategies with each other. In order for observations to be effective, it is crucial that we establish and maintain an environment of mutual respect and trust. Therefore, all critiques given on this form should be done in a constructive manner, and the raw data gathered through our observations in each other's classes and recorded on this form is to be kept confidential. All faculty members are encouraged to share particularly effective teaching strategies with colleagues in department meetings, and also to share any difficulties so that we can all be engaged in cooperative problem solving. The department chair and the observer may use the insights gained through this peer mentoring process as a basis for preparing evaluations.*

**Faculty Member Observed:** Nadezhda Shablikova

**EU Observer(s):** Valeriya Racheeva, The Pyramid Group

**Class Observed:** Module 1: English for Specific Purposes

**Date and Time of Class:** 21.05.2018, 13:30 – 15:00

**Target Group:** Librarians

**Format:** Practical lesson

**Completed by EU Observer(s) - (in black). Feedback then can be given by the person being observed and sent back to EU observer(s).**

**NOTE: INFORM ALL PROGRAMME COUNTRIES THAT THEY NEED TO KEEP ATTENDANCE RECORDS FOR EACH PILOTING LESSON.**

<u>Criteria for teaching</u>	COMMENT AND SUGGESTIONS
Preparation	
- prepared the handouts, presentations and other learning materials beforehand	<p>The room was very well-prepared in advance. The students sat at the round table together with the teacher. The teacher prepared handouts with vocabulary, grammar exercises and texts related to the library services and library jargons. Each student received 4 pages of handouts.</p> <p>No further Power Point presentations or multimedia learning materials were prepared for the session. It is strongly recommended to integrate new technologies into language learning lessons. This could be done in the form of videos, audios, internet, gaming technologies etc.</p>
Module Aims	
- fulfilling the aims of the module and the training session being observed	<p>The overall aim of the module „to develop essential receptive and productive skills of English for Specific Purposes (ESP) in the Library context corresponding to A1 – A2 levels of the CEFR” is being fulfilled.</p> <p>It could be seen that the librarians can understand and use some basic vocabulary, sentences and frequent expressions in English language related to their library work. They can also communicate in a simple way about themselves and their work as librarians. They can describe their library environment, like library services, library opening hours, library collections etc.</p>

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<p>- the effectiveness of activities and methods used by the teacher in achieving the aims set for the session.</p>	<p>Activities and methods used by the teacher in achieving the aims were effective. The texts and exercises were all related to work of librarians. Reading texts also included information about Russian libraries and the libraries of the project partner countries, for example about libraries in Ireland.</p> <p>However, it is recommended to use not only handouts with grammar exercises and vocabulary, but also other multimedia means of instruction for teaching languages as stated before, such as videos, audios, internet, gaming technologies etc., so that the teacher would be able to meet different learning styles of their students much better. Furthermore, librarians could use the internet to work on the computers during the lesson to analyse other library websites and their services, as well as to find out which research data sources and how these are used by the libraries of European project partners and other leading European libraries. Hence, librarians can become more acquainted with the use of innovative technologies for libraries.</p> <p>Also, it is recommended to leave more room for students for their individual work or project work, as well as for using their own creativity during the lesson.</p>
<p>Module Materials</p>	
<p>- the used materials: Which materials were used?</p>	<p>The teacher created in advance a four-page handout for the session. These materials contained following exercises:</p> <ul style="list-style-type: none"><li>- Texts related to the library work;</li><li>- Exercises on present simple form, negating sentences and gerund;</li><li>- Exercises on true or false statements related to the library work and services;</li><li>- Matching words and statements;</li><li>- Questions for group work and discussions.</li></ul>
<p>How were the materials used in the session?</p>	<p>Librarians read out the texts related to the library work and tried to translate the sentences into Russian. If some vocabulary was unfamiliar, the teacher patiently and calmly explained the new vocabulary in English and afterwards translated it into Russian. Besides, the teacher</p>

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	<p>used a lot of real-life examples to explain the sentences and new vocabulary in the text. At the same time the teacher asked students relevant questions in English and engaged them in conversation. She encouraged students not only to read and learn new vocabulary but to speak more freely and express their thoughts. All the time the teacher was very attentive towards the students' needs.</p> <p>While introducing grammar exercises the teacher, together with the students, reviewed the grammar rules covered during the previous lessons. Besides, the teacher encouraged students to speak more. She also thought of all students and engaged everyone into the learning process.</p> <p>Furthermore, the teacher included elements of individual and group work related to the exercises on the handouts. At the end of the lesson there was also a discussion related to new learnings of the students and their self-evaluation.</p>
Assessment	
<p>- connection between previous learning with the new subject to be taught</p> <p>How did the teacher monitor whether the planned learning outcomes had been achieved?</p>	<p>The teacher started directly with the lesson exercises. The teacher did not give an overview of the previous lessons and materials at the beginning of the lesson to connect with the new subject to be taught. Also, a short presentation of the lesson plan and the aims of the lesson are highly recommended.</p> <p>However, an example of the good practice by the teacher was integration of discussion on newly learned material and self-evaluation of students' achievements. The teacher asked such questions as: Did you like the lesson? What specifically did you like about the lesson? What was difficult to you? How do you evaluate yourself at this lesson? Did you learn some new things? These questions were very helpful for students to self-reflect and to revise the newly learned skills. Still, it is recommended for the teacher to shortly summarize the session activities, new grammar and vocabulary at the end of the lesson.</p>

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Were all types of assessment set in the Module Details Overview applied? What types of assessment were applied in this lesson?	The assessment which was applied during the lesson was based on the participation in lesson activities and fulfilment of training exercises. No further types of assessment described in the module overview were applied.
Subject expertise	
How did the teacher demonstrate deep knowledge of the topics discussed during the session?  Could the teacher cover all questions raised by students?	The teaching pace was very comfortable for the students. She was very patient and had open body language, she engaged all the students in the work and the students seemed to enjoy it and were very motivated. The teacher answered all questions raised by the students very clearly and widely. She also had a very deep knowledge of the topic. Moreover, the quality of the texts and exercises on the handout created by the teacher was high.
Learning Outcomes	
Were learning outcomes achieved?	Learning outcomes such as improvement of productive (for example: understanding properly scientific language essential to the library context and using active phrases for professional communication) and receptive language skills (for example: using and pronouncing specific vocabulary in one's own words and communication on the topics related to the library work and environment) in the library context were successfully achieved.
How were the learning outcomes achieved?	The teacher prepared high quality language learning materials. She made sure that all texts and exercises were related to the library context. The teacher also insured that librarians actively participate in the practical work during the lesson. She engaged and motivated librarians to learn and pronounce library related vocabulary and speak openly without hesitation about their library work.



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## DIREKT revised Observation & Evaluation template

Date: 21/05/2018

Location: Petrozavodsk State University, ul.  
Pushkinskaya 17, Petrozavodsk

### Observation Form

**Confidentiality considerations:** *The purpose of the DIRECT Observations & Evaluation is to maintain our goal of teaching excellence within the DIREKT project, and to provide a venue for us to share teaching ideas and strategies with each other. In order for observations to be effective, it is crucial that we establish and maintain an environment of mutual respect and trust. Therefore, all critiques given on this form should be done in a constructive manner, and the raw data gathered through our observations in each other's classes and recorded on this form is to be kept confidential. All faculty members are encouraged to share particularly effective teaching strategies with colleagues in department meetings, and also to share any difficulties so that we can all be engaged in cooperative problem solving. The department chair and the observer may use the insights gained through this peer mentoring process as a basis for preparing evaluations.*

**Faculty Member Observed:** Svetlana Guseva

**EU Observer(s):** Valeriya Racheeva, The Pyramid Group

**Class Observed:** Module 7: Information Literacy and Academic Writing.  
Week 2 "Researching data for academic writing and publications".

**Date and Time of Class:** 21.05.2018, 11:30 – 13:00

**Target Group:** Students

**Format:** Practical lecture with group work

**Completed by EU Observer(s) - (in black). Feedback then can be given by the person being observed and sent back to EU observer(s).**

**NOTE: INFORM ALL PROGRAMME COUNTRIES THAT THEY NEED TO KEEP ATTENDANCE RECORDS FOR EACH PILOTING LESSON.**

<u>Criteria for teaching</u>	COMMENT AND SUGGESTIONS
Preparation	
<p>- prepared the handouts, presentations and other learning materials beforehand</p>	<p>The teacher prepared many useful materials for the session beforehand. For example, she used a Power Point presentation, a test, practical exercises and an article from the book on academic writing. All these materials were uploaded in electronic format and made available within the online classroom software, called “blackboard”. These materials were also accessible for students from their personal computers from home. The students could download and/or print the learning materials. Each week the teacher uploads learning materials and exercises using “blackboard” shortly before the new session.</p> <p>The lesson took place in the spacious room which was equipped with computers. Also, the classroom setting was very well prepared beforehand. During the whole lesson, students were working on computers, reading articles, writing tests and completing written exercises related to academic writing. Besides, the teacher prepared a lot of interesting questions and engaged students in the discussions. No technical problems appeared during the session.</p> <p>However, no printed handouts were prepared for this session. Although all materials were made available online, it could be useful to have a one-page handout with the summary of the most important statements related to the new material as well.</p>
Module Aims	
<p>- fulfilling the aims of the module and the training session being observed</p>	<p>The aims of the training session (week 2) being observed were:</p> <ul style="list-style-type: none"> <li>- to know how to incorporate data in academic writing and publications,</li> </ul>

	<p>- to do the critical evaluation of publications.</p> <p>The aims of the training session were achieved. The lesson was very well-structured and very practice-oriented. The teacher prepared a lot of relevant practical exercises with the use of the new technologies and the students were very active due to the very communicative and engaging teaching style of the teacher. Also, the teacher left a lot of room for group discussions and group work, which affected the lesson outcomes very positively.</p>
<p>- the effectiveness of activities and methods used by the teacher in achieving the aims set for the session.</p>	<p>The teacher divided her lesson into three parts: the first part consisted of a test to check the students' knowledge of the previous material, the second part of the lesson included a presentation of new material and reading, the third part of the lesson was dedicated to individual and group work including some discussion elements.</p> <p>Generally, the teacher implemented all used activities and methods very effectively during the lesson and kept students engaged and attentive. However, some more effective activities could be added to the lesson.</p> <p>After an introduction and an overview of the lesson plan, students did an online test related to the material which was covered last week. The test was created in a multiple-choice format with the help of "blackboard" functions. The test was completed by the students using the computers. The students could either choose whether the certain statement was true or false or complete the statement choosing one correct option from the other options shown on the screen. This is a very interactive method to revise previous material and monitor students' level of knowledge, as well as to connect previous content with the new material. After the test was completed some students read out the answers and discussed their choice. However, one can even improve this activity by, for example, using free gaming technologies to create the test. This will make the test even more interactive and fun for the students. Furthermore, the teacher needs to pay attention to the questions which she prepares for the test. It is important that the questions are designed in such a way that they</p>



are not being misinterpreted or have two possible answers. For example: “You learn academic writing skills from your parents. Right or wrong.”

After students had completed the test, the teacher introduced the new material using a Power Point presentation and gave the students an article for reading and analysing (Article “How can I use other people’s ideas in my writing”, pages 19-22, from the book by Chris Sowton „50 Steps to Improving Your Academic Writing”). Herewith students learned theoretically how to incorporate data in academic writing and publications, using direct quotation, paraphrasing and summarizing.

Furthermore, within the individual work students wrote a paragraph, approximately 5 sentences, on their current challenges related to the academic writing and research, e.g. choosing publications or how to quote correctly. Then some students read out their texts and the other students wrote solutions to these challenges in the form of comments as well as discussed them in the groups. All these activities were done using computer and the “blackboard” software. This practical exercise was very helpful in supporting the aims of the lesson.

However, it is recommended to add more activities on how to choose relevant research sources or critically evaluate publications. For example, the following activity could be added to the training session:

- Students can select a simple research question, which could be random or, even better, related to the current work. Alternatively, the teacher could choose a research question in advance. Then the students could go online and use electronic data bases to look for publications related to their research question. Afterwards some students could quickly present the results, create a list of 5 sources they would prefer to use for their research and explain/evaluate their choice of publications.

Module Materials	
<p>- the used materials: Which materials were used?</p>	<p>During the lesson the teacher used the following materials:</p> <ul style="list-style-type: none"> <li>- To review previous material and prove students' knowledge, the teacher created a multiple-choice test. The students could choose either whether the certain statement was true or false or complete the statement choosing one of the correct options shown on the screen;</li> <li>- Power Point presentation which contained new learning material;</li> <li>- An article "How can I use other people's Ideas in my writing" (pages 19-22) for reading from the book by Chris Sowton „50 Steps to Improving Your Academic Writing" pages;</li> <li>- Questions for written exercise on academic writing.</li> </ul> <p>All these materials were accessible from the online classroom software, which is called "blackboard".</p>
<p>How were the materials used in the session?</p>	<p>The lesson took place in the classroom, which was equipped with computers. Each student had a computer to work with. To access the material, students had to log into "blackboard".</p> <ul style="list-style-type: none"> <li>- The test related to the previous material was completed by the students on computers. After completion of the test students automatically received scores and correct answers. Afterwards, some students read out questions and answers, as well as discussed and explained their choice.</li> <li>- The Power Point presentation was projected onto the whiteboard. Also students could read the same presentation from their computers. While giving a presentation the teacher thoroughly explained the new information and made sure that everything was understood by the students.</li> <li>- The article for reading „How can I use other people's ideas in my writing" (pages 19-22) from the book by Chris Sowton „50 Steps to Improving Your Academic Writing" was also available in electronic format on computers via "blackboard". At first,</li> </ul>

	<p>students read the article individually. Afterwards, some students read out some of the most important parts of the article and the teacher explained when some new information was unclear.</p> <ul style="list-style-type: none"> <li>- Furthermore, the teacher prepared questions for written exercises followed by the discussion and group work. Within the groups students discussed challenges related to academic writing or research that they were currently doing. Herewith they needed to indicate at least two aspects and explain the challenges. Moreover, they wrote down the text on the computers related to identified challenges (at least 5 sentences). All of the texts were visible to the other students so that all students could write their own comments and solutions to the challenges which their classmates were facing.</li> </ul>
<p>Assessment</p>	
<p>- connection between previous learning with the new subject to be taught</p> <p>How did the teacher monitor whether the planned learning outcomes had been achieved?</p> <p>Were all types of assessment set in the Module Details Overview applied? What types of assessment were applied in this lesson?</p>	<p>The teacher started the lesson very friendly with the ice-breaker to connect with the students on a more personal level. Also, the teacher gave a short overview of the modules and their aims and summarized the materials covered in the previous week. She also introduced the new topic and presented the plan for the whole session. Also, during the session the teacher mentioned the content of the previous lessons several times and the examples of how it relates to the content of the current lesson. However, the summary of the lesson was missing at the end of the session</p> <p>The teacher also prepared a test at the beginning related to the material covered during the previous session. After the students completed the test, the answers were analysed and discussed by the students. Herewith the teacher was able to assess the students' knowledge prior to instruction. No further assessment such as "an article based on the students' research", as indicated in the weekly module overview were applied during the session.</p>

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Subject expertise	
<p>How did the teacher demonstrate deep knowledge of the topics discussed during the session?</p> <p>Could the teacher cover all questions raised by students?</p>	<p>The teacher was very engaging and motivating. She successfully integrated new technologies for teaching new material. Besides, her body language was very open, voice volume was appropriate for the size of the room. Also, her language was easily comprehensible and inspiring. She was standing and moved freely in the classroom. She held eye contact with the students and always answered students question very thoroughly.</p> <p>The teacher was very well prepared for the session. All materials and questions which were prepared by the teacher were very well thought through. She proved extensive knowledge of the topic covered during the lesson. She was very keen on integrating a lot of practical exercises and questions, as well as on integrating new technologies during the lesson. All questions raised by students were attentively listened to by the teacher. The teacher always gave an extensive and interesting answer to all the questions raised by the students.</p>
Learning Outcomes	
Were learning outcomes achieved?	<p>These two learning outcomes of the module were successfully achieved during the session:</p> <ul style="list-style-type: none"> <li>- Recognize the need for information literacy and educational technologies to support research and academic writing;</li> <li>- Acknowledge the existence of information literacy as a component of research ethics and academic writing.</li> </ul> <p>It is recommended to integrate more activities to better achieve the following learning outcomes:</p> <ul style="list-style-type: none"> <li>- Effectively utilize digital publication tools and other technical aids for academic writing;</li> </ul>

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	<ul style="list-style-type: none"><li>- Handle Research data management: collect data; organize, structure and name data; store data and share data.</li></ul> <p>Moreover, it is important to mention the following: the topic of academic writing is very new in Russian universities; students do not understand how these skills could be useful for them, other than for writing their Master or Bachelor thesis. Recommendation: highlight the importance of the topic also for non-academic careers, so that more students feel related to the topic and motivated to study the subject.</p>
How were the learning outcomes achieved?	<p>The two learning outcomes related to the recognition of the need for information literacy and educational technologies to support research and academic writing as well as acknowledgement of the existence of information literacy as a component of research ethics and academic writing were achieved with the help of the activities which the teacher prepared for the session. These activities were: integration of a multiple-choice test, reading related to the usage of other people's ideas in academic writing, individual work on writing and as well as group work and discussions related to research and academic writing challenges.</p>



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## DIREKT revised Observation & Evaluation template

Date: 08/06/2018

Location: al-Farabi Kazakh National University – Almaty,  
Kazakhstan

### Observation Form

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**Faculty Member Observed:** Kalima Tuenbaeva

**EU Observer(s):** Eva Reid, Bozena Horvathova

**Class Observed:** Innovative online library services for 21<sup>st</sup> century librarians (Module 5)      **Date and Time of Class:** 8<sup>th</sup> June 2018, 11<sup>th</sup> June 2018

**Target Group:** librarians

**Format:** Practical Lecture

**Completed by EU Observer(s) - (in black). Feedback then can be given by the person being observed and sent back to EU observer(s).**

**NOTE: INFORM ALL PROGRAMME COUNTRIES THAT THEY NEED TO KEEP ATTENDANCE RECORDS FOR EACH PILOTING LESSON.**

<u>Criteria for teaching</u>	COMMENT AND SUGGESTIONS
Preparation	
- prepared the handouts, presentations and other learning materials beforehand	The tutor Mrs. Tuenbaeva, who is the director of the library is a well organised and highly qualified professional, who had each lesson planned in detail including aims and materials. The courses were provided in the Russian and Kazakh languages.
Module Aims	
- fulfilling the aims of the module and the training session being observed	Aims of the lessons were in correspondence with the Module 5 description provided by the DIREKT project. There were clear aims specified for each week of the course and the level of their achievement. Overall aims were fulfilled, which are in detail described in the syllabus of the course.
- the effectiveness of activities and methods used by the teacher in achieving the aims set for the session.	Theoretical part of the course was provided in a form of lectures. Most of the lessons participants were practicing individual tasks on computers. Individual issues were discussed among participants. The chosen methods appeared effective, as all participants were

	librarians and they were deepening their existing knowledge and skills.
Module Materials	
- the used materials: Which materials were used?	A rich list of materials is given in the syllabus of the course. Syllabus for each week lists several books and websites used for achieving the week’s aim. Overall, the lecturer had plenty of well-prepared materials, which were all scanned and given to the participants. The university library has four online courses and materials available to wide public, not only the university librarians. The list of websites can be found in the tutor evaluation.
How were the materials used in the session?	Materials were used for reference and self-study. They provided plenty of exercises which participants had to complete for homework.
Assessment	
- connection between previous learning with the new subject to be taught	Individual parts of the course were interconnected and were to widen existing qualification of the participants. They were all qualified librarians with good command of English and the Module 5 was providing them with further qualification.
How did the teacher monitor whether the planned learning outcomes had been achieved?	The planned aims and outcomes were achieved, based on the tutor and participants’ evaluations.
Were all types of assessment set in the Module Details Overview applied? What types of assessment were applied in this lesson?	Participants were evaluated based on attending a lecture, participation in seminars, independent work and final examinations. Participants had to deliver assignments and



	projects. There are missing outcomes of the course in the tutor evaluation, including test results and the overall detailed achievement of the course.
Subject expertise	
How did the teacher demonstrate deep knowledge of the topics discussed during the session?	The tutor was the library director who was a highly qualified specialist, who demonstrated deep knowledge in the particular topic.
Could the teacher cover all questions raised by students	The tutor was able to answer all the questions and there were many discussions carried out at the lessons.
Learning Outcomes	
Were learning outcomes achieved?	Based on the tutor and students' evaluations, the outcomes were achieved.
How were the learning outcomes achieved?	By evaluating assignments, projects and tests. Participants expressed their wish to carry on with the courses, increase the amount of hours, develop online courses and have opportunities to exchange experience of other librarians from home and abroad. The recommendations and future deliverables are good and positive, but do not indicate more detailed description of the future courses. There are only suggestions what they would like to do in the future, but without any specific plans. There is missing a specific timeline of the continuation of the course. Specifically, what and how they plan to do with the aim to make the project sustainable.

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## DIREKT revised Observation & Evaluation template

Date: 15/06/2018

Location: S.Seifullin Kazakh Agrotechnical University -  
Astana, Kazakhstan  
MODULE 3

### Observation Form

**Confidentiality considerations:** *The purpose of the DIREKT Observations & Evaluation is to maintain our goal of teaching excellence within the DIREKT project, and to provide a venue for us to share teaching ideas and strategies with each other. In order for observations to be effective, it is crucial that we establish and maintain an environment of mutual respect and trust. Therefore, all critiques given on this form should be done in a constructive manner, and the raw data gathered through our observations in each other's classes and recorded on this form is to be kept confidential. All faculty members are encouraged to share particularly effective teaching strategies with colleagues in department meetings, and also to share any difficulties so that we can all be engaged in cooperative problem solving. The department chair and the observer may use the insights gained through this peer mentoring process as a basis for preparing evaluations.*

**Faculty Member Observed:** Orazymbetova Zhuldyz,  
Nuralina Maral

**EU Observer(s):** Eva Reid, Bozena Horvathova

**Class Observed:** Information Literacy for Librarians to train them  
to help learners find and use information effectively and ethically

**Date and Time of Class:** 15th June 2018

**Target Group:** subject librarians**Format:** Practical seminars and individual work**Completed by EU Observer(s) - (in black). Feedback then can be given by the person being observed and sent back to EU observer(s).****NOTE: INFORM ALL PROGRAMME COUNTRIES THAT THEY NEED TO KEEP ATTENDANCE RECORDS FOR EACH PILOTING LESSON.**

<u>Criteria for teaching</u>	COMMENT AND SUGGESTIONS
Preparation	
- prepared the handouts, presentations and other learning materials beforehand	The tutors are young but highly professional librarians who receive regular training from the free courses at Nazarbayev University, which invites specialists from all over the world. They had excellent knowledge, well prepared presentations, materials and sources needed for teaching the Module 3. They were very well prepared and the lessons had a great flow. Participants were 8 subject librarians representing each faculty library, so they would become specialist in the area and could help and teach other colleagues to be aware of IL, to search for reliable information, avoid plagiarism, use information effectively and ethically.
Module Aims	
- fulfilling the aims of the module and the training session being observed	The aims were clearly stated in the syllabus of the course, which reflected the Module 3 overview. All, the tutors and participants evaluated the course as very successful and useful. The subject librarians appreciated the need of the course as they come into contact with researchers at their faculties and now they can help them with searching for information, critically evaluate information, work with databases, etc.

<p>- the effectiveness of activities and methods used by the teacher in achieving the aims set for the session.</p>	<p>As we were present only at the mock lessons after the courses had finished, the teaching methods and activities were effective. Participants were seated at computers and could perform tasks the tutors assigned them with. Sometimes, they still needed some reassurance and further explanation.</p>
<p>Module Materials</p>	
<p>- the used materials: Which materials were used?</p>	<p>A list of materials is given in the syllabus of the course. Materials included English language own presentations, textbooks, websites and Module 3 materials. Participants worked mainly with databases on computers.</p>
<p>How were the materials used in the session?</p>	<p>Materials were used for practicing at lessons and for self-study. As mentioned before, most learning was done on computers. First of all, the tutors presented and explained the issue, which was then practiced by each participant at a computer.</p>
<p>Assessment</p>	
<p>- connection between previous learning with the new subject to be taught</p> <p>How did the teacher monitor whether the planned learning outcomes had been achieved?</p>	<p>Individual parts of each course were interconnected and there was a link between the other two modules (1 and 4). The participants were 8 chosen qualified librarians, who saw this as an opportunity to extend their qualification, which is necessary for the today's modern librarians.</p> <p>The planned aims and outcomes were achieved, based on the tutor and participants' evaluations. According to the tutors, participants appreciated the new staff, they were learning and they were discussing all the new issues. Participants enjoyed the course, but expressed their need to carry on, or do it again, as they found the volume of this module quite extensive and difficult. However, the results of the assessments are missing.</p>

<p>Were all types of assessment set in the Module Details Overview applied? What types of assessment were applied in this lesson?</p>	<p>Participants were evaluated based on the active participation in the class, homework assignments, group work, discussions and presentations.</p>
<p>Subject expertise</p>	
<p>How did the teacher demonstrate deep knowledge of the topics discussed during the session?</p> <p>Could the teacher cover all questions raised by students</p>	<p>The tutors were qualified and highly professional librarians. The same tutors provided the training of the Module 1 and 4. They were taking their job seriously and were well prepared. It was obvious at the observations that they had a lot of respect from much older colleagues. The participants understood the need of this course for their professional career and were grateful to their tutors for training them. The tutors had attended specialised courses organised by the Nazarbayev university, which regularly invites experts from all over the world to train librarians.</p> <p>The tutors were able to answer all the questions.</p>
<p>Learning Outcomes</p>	
<p>Were learning outcomes achieved?</p>	<p>Based on the tutors' and students' evaluations, the outcomes were achieved. Participants understood the need to be trained in IL, working with sources, information, search on databases, etc. and that is why they were so keen to work hard at the Module 3 lessons.</p>
<p>How were the learning outcomes achieved?</p>	<p>By evaluating assignments, group work, individual work, presentations, homework.</p>





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# Erasmus+

## DIREKT revised Observation & Evaluation template

Date: 12th June 2018

Location: Kostanay State University A. Baitursynov –  
Kostanay, Kazakhstan  
Module 1

### Observation Form

**Confidentiality considerations:** *The purpose of the DIRECT Observations & Evaluation is to maintain our goal of teaching excellence within the DIREKT project, and to provide a venue for us to share teaching ideas and strategies with each other. In order for observations to be effective, it is crucial that we establish and maintain an environment of mutual respect and trust. Therefore, all critiques given on this form should be done in a constructive manner, and the raw data gathered through our observations in each other's classes and recorded on this form is to be kept confidential. All faculty members are encouraged to share particularly effective teaching strategies with colleagues in department meetings, and also to share any difficulties so that we can all be engaged in cooperative problem solving. The department chair and the observer may use the insights gained through this peer mentoring process as a basis for preparing evaluations.*

**Faculty Member Observed:** Dana Zholdybayeva

**EU Observer(s):** Eva Reid, Bozena Horvathova

**Class Observed:** English for Specific Purposes (Module 1)

**Date and Time of Class:** 12th June 2018

**Target Group:** 10 librarians

**Format:** Practical Seminar

**Completed by EU Observer(s) - (in black). Feedback then can be given by the person being observed and sent back to EU observer(s).**



**NOTE: INFORM ALL PROGRAMME COUNTRIES THAT THEY NEED TO KEEP ATTENDANCE RECORDS FOR EACH PILOTING LESSON.**

<u>Criteria for teaching</u>	COMMENT AND SUGGESTIONS
Preparation	
- prepared the handouts, presentations and other learning materials beforehand	The tutor - Mrs. Dana Zholdybayeva, one of the librarians who studied English, is at the beginning of her career, however she is a qualified professional. She taught her colleagues, who were librarians and had no prior experiences with English. The course lasted from 22 <sup>nd</sup> January to 04 <sup>th</sup> May 2018.
Module Aims	
- fulfilling the aims of the module and the training session being observed	<p>Each lesson was planned in detail including aims and materials. The aim of the module to develop the essential receptive and productive skills of English for Specific Purposes (ESP) in the Library context corresponding to A1 – A2 levels of the CEFR seems to be fulfilled, which is in detail described in the syllabus of the course.</p> <p>The aims correspond to the original aims stated in the Module 1 description.</p>
- the effectiveness of activities and methods used by the teacher in achieving the aims set for the session.	The tutor implemented games and videos and tailored the exercises to the needs of her students. She focused her attention mostly to English pronunciation, spelling, basic grammar and vocabulary.

Module Materials	
- the used materials: Which materials were used?	The lecturer worked with the course book Face to Face (Elementary) and Headway online. Additionally, she had plenty of online materials related to practicing pronunciation, grammar, speaking and library terminology. She also prepared additional materials in Russian and Kazakh language. The used materials are listed in the course syllabi, which is enclosed.
How were the materials used in the session?	The course book was scanned and provided to students. The online videos were streamed via computer.
Assessment	
<p>- connection between previous learning with the new subject to be taught</p> <p>How did the teacher monitor whether the planned learning outcomes had been achieved?</p> <p>Were all types of assessment set in the Module Details Overview applied? What types of assessment were applied in this lesson?</p>	<p>The students were English beginners, however experienced librarians therefore the tutor focused on introducing library terminology related to their daily routine, so that the students were able to present themselves, their work and the library.</p> <p>The tutor asked for oral feedback from her students during the observed lesson to check how they progress.</p> <p>During the course the students had to attend practical classes, do homework (pronunciation practice, listening, reading and writing). At the end of the course students wrote a theoretical test and prepared a presentation and role play.</p>

Subject expertise	
How did the teacher demonstrate deep knowledge of the topics discussed during the session?	As already mentioned, the tutor was a young librarian, whose main task was to convince and motivate her students to learn English, which was quite demanding. She managed to find individual approach to her students and tried to develop English pronunciation, spelling, grammar and vocabulary through communicative skills: listening, reading, speaking and wrting. The tutor plans to devote more time to practical and communicative tasks and to focus more on library terminology.
Could the teacher cover all questions raised by students	The tutor managed to cover all questions covered by her students. The qualities of the teacher are also reflected in the students` positive evaluations.
Learning Outcomes	
Were learning outcomes achieved?	The course outcomes, such as understanding basic grammar, phonetics and vocabulary of the English language ; understanding and using specific library terminology; using essential skills of English for writing, reading, speaking, and listening, which help the students in their work and further career; and creating a speech about themselves as members of the library staff and their library, can be considered to be fulfilled.
How were the learning outcomes achieved?	The students presented themselves, their work and the library briefly in English language during the monitoring.  The outcomes correspond to the original aims stated in the Module 1 description.



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## DIREKT revised Observation & Evaluation template

### Module 4 - Date: 23/04/2018

### Location: BIT Library Training Centre

#### Observation Form

**Confidentiality considerations:** *The purpose of the DIREKT Observations & Evaluation is to maintain our goal of teaching excellence within the DIREKT project, and to provide a venue for us to share teaching ideas and strategies with each other. In order for observations to be effective, it is crucial that we establish and maintain an environment of mutual respect and trust. Therefore, all critiques given on this form should be done in a constructive manner, and the raw data gathered through our observations in each other's classes and recorded on this form is to be kept confidential. All faculty members are encouraged to share particularly effective teaching strategies with colleagues in department meetings, and also to share any difficulties so that we can all be engaged in cooperative problem solving. The department chair and the observer may use the insights gained through this peer mentoring process as a basis for preparing evaluations.*

**Faculty Member Observed:** Guiying Kang, Kun Cui, BIT **Observer:** G Cullen/B Häse

**Class Observed: Week 2 (Part 1) Date and Time of Class: 23 April 2018 13.30-15.00 Target Group: BIT Librarians Format: Lecture (Various DIREKT Curriculum Modules)**

**Completed by EU Observer(s) - (in black) Feedback then can be given by the person being observed and sent back to EU observer(s).**

<u>Criteria for teaching</u>	COMMENT AND SUGGESTIONS
Preparation	
<p>- prepared the handouts, presentations and other learning materials beforehand</p>	<p>The training session was conducted by Guiying Kang and Kun Cui at Beijing Institute of Technology and observed by Gerry Cullen and Dr Häse from TU Dresden. The session was conducted in Chinese. As Dr Häse is fluent in Chinese she was kind enough to explain all activities and content to her TUD colleague.</p> <p>The session was well prepared. PowerPoint was set up beforehand and all students were present.</p> <p>An attendance list was completed – we underlined the importance of using the project name &amp; logo on all documentation associated with the DIREKT project.</p> <p>Next time there could be specific information on timing and whether questions were allowed during or after presentations.</p> <p>Mobile phones were turned off which was a welcome development.</p> <p>No handouts were provided.</p>
Module Aims	
<p>- fulfilling the aims of the module and the training session being observed</p>	<p>AIMS:</p> <ul style="list-style-type: none"> <li>- to use Library Bibliographic software for referencing and research</li> <li>- to compare Web and Library Databases</li> </ul> <p>See Module aim Week 2 for more detail. These were achieved in our opinion.</p>

<p>- the effectiveness of activities and methods used by the teacher in achieving the aims set for the session.</p>	<p>Two PowerPoint presentations were presented. The session began with an introduction to the target audience of the DIREKT project. This lasted approximately 30 minutes and BIT underlined the special interest in Module 2 &amp; 5. First presentation was very practical although it could have been presented in Week one.</p> <p>We found the presentation of a very high standard and good for the official website.</p> <p>Second was presentation on search strategy incorporating the aims of the lesson as above.</p> <p>This was a traditional teaching approach. We asked ourselves – what about more participant focus? Communicative Approach used with librarian target group?</p> <p>Asked if they were any questions.</p> <p>Second presentation was clear – in Germany would be for first semester students (is this really useful for librarians?). In Feedback Session this was affirmed (need to think outside the box – not in EU!)</p>
<p>Module Materials</p>	
<p>- the used materials: Were all attached materials used? Which materials were used?</p>	<p>Presentations only</p> <p>Variety would be good. Very traditional approach with serious amount of TTT and extremely limited STT. No handouts were used.</p>
<p>How were the materials used in the session?</p>	<p>Presentation more read than presented underlying need for more soft skills training. Communicative approach orientation a recurring theme although colleagues underlined this</p>

	<p>more traditional teaching approach is a Chinese standard.</p>
<p>Assessment</p>	
<p>- connection between previous learning with the new subject to be taught</p> <p>How did the teacher monitor whether the planned learning outcomes had been achieved?</p> <p>Were all types of assessment set in the Module Details Overview applied? What types of assessment were applied?</p>	<p>No connection with Week 1 mentioned. Pointed out to BIT colleagues.</p> <p>Second presenter left immediately. A final summary would have been good. Follow up exercises would be good to confirm if participants were able to apply inputs. Lesson with such a group could be held in a computer lab so that participants could do their own searches.</p> <p>None in this period.</p>
<p>Subject expertise</p>	
<p>How did the teacher demonstrate deep knowledge of the topics discussed during the session?</p>	<p>Through presentation approaches and ability to answer questions.</p>

Could the teacher cover all questions raised by students	Yes. Although in this session we noted that only two questions were asked.
Learning Outcomes	
Were learning outcomes achieved?	Yes, however, we recommend use of a computer lab with internet for best application of teaching in <i>Web &amp; Internet search strategies</i> .
How were the learning outcomes achieved?	<p>How to Perform Web &amp; Internet search strategies were presented via examples in Beijing Institute of Technology (BIT) and some USA examples. Library guides presented on this subject area. Challenges in accessing internet were experienced.</p> <p>Tutors underlined changing nature of librarians and the need to be more user friendly. Also to focus on establishing needs of users better. Here, BIT Library was mentioned as a positive example of a more user friendly approach. We missed hints to the project partners on this behalf.</p> <p>Lecturer given extensive feedback and advice (on how this subject would be taught at</p>



	<p>partner EU universities).</p> <p>At the end as in all modules observed there was a full Feedback Session conducted by TUD colleagues with PC colleagues.</p>
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## DIREKT revised Observation & Evaluation template

Date: 24/04/2018

Location: BIT Engineering Building 3, Room 429

### Observation Form

**Confidentiality considerations:** *The purpose of the DIREKT Observations & Evaluation is to maintain our goal of teaching excellence within the DIREKT project, and to provide a venue for us to share teaching ideas and strategies with each other. In order for observations to be effective, it is crucial that we establish and maintain an environment of mutual respect and trust. Therefore, all critiques given on this form should be done in a constructive manner, and the raw data gathered through our observations in each other's classes and recorded on this form is to be kept confidential. All faculty members are encouraged to share particularly effective teaching strategies with colleagues in department meetings, and also to share any difficulties so that we can all be engaged in cooperative problem solving. The department chair and the observer may use the insights gained through this peer mentoring process as a basis for preparing evaluations.*

**Faculty Member Observed:** Xu Zhang, BIT **Observer:** G Cullen/B Häse

**Class Observed: Week 1 (Part 1) Date and Time of Class: 24 April 2018 13.30-15.00 (Module 6)**

**Composition: Technical Engineering MA International Students (differing semesters) Format: Lecture/Workshop**

**Completed by EU Observer(s) - (in black). Feedback then can be given by the person being observed (in red) and sent back to EU observer(s).**

<u>Criteria for teaching</u>	COMMENT AND SUGGESTIONS
Preparation	
- prepared the handouts, presentations and other learning materials beforehand	<p>The training session was conducted by Xu Zhang in ENGLISH and the session was well prepared. PowerPoint was set up beforehand and all students were present.</p> <p>An attendance list was completed.</p> <p>Aims were clearly laid out and also the project and module was presented in detail.</p> <p>Additionally, the tutor underlined aspect of EMI and its ongoing importance.</p>
Module Aims	
- fulfilling the aims of the module and the training session being observed	<p>See Module aim Week 1. Achieved. Focus on concepts of academic and scientific writing and the concept of information literacy.</p>
- the effectiveness of activities and methods used by the teacher in achieving the aims set for the session.	<p>This was an entirely different lesson conducted by a tutor who has been a model participant in our ESP Module 1. The target audience likewise. The proper use of the Communicative Approach was obvious and tutor could relate to students.</p> <p><b>Talked TO students not AT them.</b></p> <p>Tutor offered the chance for students to interrupt and regularly asked if they had any</p>

	<p>questions. This demonstrated ability to use Communicative Approach as underlined in main ESP training by EU partners.</p> <p><b>HOWEVER WE HAD THE FOLLOWING SUGGESTIONS FOR 2<sup>nd</sup> PILOTING</b></p> <p>Tip: Check by asking students to summarize what you said.</p> <p>One or two definitions of IL is enough – more can defeat the purpose.</p> <p>Give good and bad IL examples.</p> <p>When you give task (such as Task 1) give some “Wait” time – let the students work in groups and figure out answers for 5 minutes or so. Re Task 2 – that was good – however, ask a student to repeat the task so that everyone clearly knows what to do.</p> <p>Specialist Vocabulary lists links are OK but give students time to photograph them or write them down. Specify where the links available are exactly.</p> <p>Homework assignment? Individual or group? – please keep in mind.</p> <p>Specify the exact role of the Language Centre English Department and its support services to students.</p>
Module Materials	
- the used materials: Were all materials used?	Presentation/Handout
How were the materials used in the session?	Presentation used. These were dispersed with personal stories and examples of “Fake

	News".
Assessment	
- connection between previous learning with the new subject to be taught	Lesson 1. In Module Overview it says there is a "Self-assessment using checklist" (attached). Our question is where is it? This was overlooked but tutor promised to deal with it in following lesson.
How did the teacher monitor whether the planned learning outcomes had been achieved?	Too early as it's the first lesson on whether students were able to deal with: (P) Bibliography (P) Appendices (P) Paraphrasing
Were all types of assessment set in the Module Details Overview applied? <b>What types of assessment were applied?</b>	AS we said previously it is too early re assessment. Tutor mentioned that writing activities would need to be handed in to evaluate performance.
Subject expertise	
How did the teacher demonstrate deep knowledge of the topics discussed during the session?	Through presentation approaches/personal experience/examples. Showed and read a paper but maybe good on screen and then do a group analysis. Talked about EI database – we suggested he show this link or hold this lesson in the library.

<p>Could the teacher cover all questions raised by students</p>	<p>Yes. Involved students with questions which they responded to. Using Communicative Approach resulting in far different atmosphere to Observation of Module 4 on 23.4.18.</p>
<p>Learning Outcomes</p>	<p><b>WE would say the following were dealt with (in bold)</b></p> <ul style="list-style-type: none"> <li>a. <b>Recognize the need for information to support writing</b></li> <li>b. <b>Effectively search and locate such information using appropriate methods and sources</b></li> <li>c. <b>Critically evaluate information sources</b></li> <li>d. Access, use and present information ethically</li> <li>e. Synthesize information from multiple sources</li> <li>f. <b>Cite sources according to the requirements of style and avoid plagiarism</b></li> <li>g. Write a summary of the source</li> <li>h. Compose individual paragraphs and essays that use sources</li> <li>i. <b>Outline aims and objectives for research papers</b></li> </ul> <p><b>According to my notes, points f, i were an important focus as well</b></p> <ul style="list-style-type: none"> <li>j. Structure a research paper</li> <li>k. Write varied sentences in standard English using academic vocabulary</li> </ul>
<p>Were learning outcomes achieved?</p>	<p>Too early. They were referred to twice (once in detail) in lecture so students were aware.</p>

<p>How were the learning outcomes achieved?</p>	<p><b>General Comment:</b> Both EU Observers and Chinese colleagues found Module 6 and 7 a bit interlocked. Could we differentiate them clearly with focused but different learning outcomes? Maybe Unit 7 could focus on Research Methods &amp; BA/MA/PhD Thesis Writing Basics?</p> <p>BIT expressed need for more academic writing materials. TUD offered to produce same.</p> <p>At the end as in all modules observed there was a full Feedback Session conducted by TUD colleagues with PC colleagues.</p>



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**DIREKT revised Observation & Evaluation template  
Extension Module of Module 2/5: Date: 28/04/2018  
Location: Morning 10-12am: Mechanical Engineering Lab,  
NUST.**

**Observation Form**

**Confidentiality considerations:** *The purpose of the DIRECT Observations & Evaluation is to maintain our goal of teaching excellence within the DIREKT project, and to provide a venue for us to share teaching ideas and strategies with each other. In order for observations to be effective, it is crucial that we establish and maintain an environment of mutual respect and trust. Therefore, all critiques given on this form should be done in a constructive manner, and the raw data gathered through our observations in each other's classes and recorded on this form is to be kept confidential. All faculty members are encouraged to share particularly effective teaching strategies with colleagues in department meetings, and also to share any difficulties so that we can all be engaged in cooperative problem solving. The department chair and the observer may use the insights gained through this peer mentoring process as a basis for preparing evaluations.*

**Faculty Member Observed:** LI ZU      20560489@qq.com

**Observer:** G Cullen/B Häse

**Class Observed:** Additional Lab Practical on applying IL to student work/projects. **Date and Time of Class:** 28 April 2018 10.00

**Target Group:** Under Grads in Mechanical Engineering **Format:** Practical Lecture as support to IL in practical use.



**Completed by EU Observer(s) - (in black). Feedback then can be given by the person being observed and sent back to EU observer(s).**

**INFORM ALL PROGRAMME COUNTRIES THAT THEY NEED TO KEEP ATTENDANCE RECORDS FOR EACH PILOTING LESSON.**

<u>Criteria for teaching</u>	COMMENT AND SUGGESTIONS
Preparation	
- prepared the handouts, presentations and other learning materials beforehand	<p><b>Morning Session: LANGUAGE OF INSTRUCTION IS ENGLISH</b></p> <p>Practice of Mechanical Innovation Design (PMID) &amp; IL – Lecture Platform Project with a focus on patenting.</p> <p>Handouts &amp; presentation and group work. Using Module 2 Marketing to support participation at University, Provincial &amp; National Competition in Republic of China..</p> <p><b>Participation Statistics: 1 teacher, 17 students, 3 staff</b></p> <p>Applying IL into Mechanical Innovation Design (PMID) using Module 2 and Module 5.</p> <p>The target group are the students of undergraduate mechanical Engineering.</p>
Module Aims	
- fulfilling the aims of the module and the training session being observed	<p>The module aim:. Using skills gained in Module 2 to participate in University, Provincial &amp; National Competition in Republic of China every 2 years.</p> <p>Additional IL Focus – is using IL Module 5 for investigation on www into what is needed – no need to design something that is useful.</p> <p>The motto used for this extension of Module 2 &amp; 5 is - “Learn to be attainable, Learn to be developed!”</p>

	32 hours practical module. Result: Multiple student applications.
- the effectiveness of activities and methods used by the teacher in achieving the aims set for the session.	<p>Module 2 and IL Module 5 are used very effectively (first lesson review only) to support students to actively participate in the National Undergraduate Mechanical Innovation Design Competition.</p> <p>Teacher underlined the importance of avoiding plagiarism.</p> <p>This means that it is very practical and in addition there are Chinese and foreign companies attending (pre-patented!) this competition.</p>
Module Materials	
- the used materials: Were all attached materials used? Which materials were used?	Again this is an additional extension module separate from but linked to the project. Form own groups – design & create own invention. Previous successful applications such as “Happy Horse for Kids”, “Chewing Gum Remover Machine” were presented.
How were the materials used in the session?	Very practical application. Excellent demonstrations in very positive surroundings with strong student participation and overall “buzz” in lesson.
Assessment	
- connection between previous learning with the new subject to be taught	1 <sup>st</sup> lesson so in this case n/a.

<p>How did the teacher monitor whether the planned learning outcomes had been achieved?</p> <p>Were all types of assessment set in the Module Details Overview applied? What types of assessment were applied in this lesson?</p>	<p>The teacher asked for feedback &amp; summaries of what she had said from students. Students were clearly tasked with brainstorming feedback exercise for next session.</p> <p>Again this is an extension project using a practical approach and the assessment is initialized by participation in the event and home activity.</p>
<p>Subject expertise</p>	
<p>How did the teacher demonstrate deep knowledge of the topics discussed during the session?</p> <p>Could the teacher cover all questions raised by students</p>	<p>Through academic inputs &amp; enthusiasm which obviously had a very positive effect on students. By far the best lesson experienced during the 1<sup>st</sup> Piloting to China.</p> <p>Indeed. She came across as an experienced tutor.</p>

Learning Outcomes	
Were learning outcomes achieved?	<p>Again, this was first lesson so in this sense it was difficult to assess. Positive was that learning outcomes of this extension module were clearly referred to &amp; explained.</p> <p>However, there was a clear goal to this module – acquiring the necessary skills from Module 2 and Module 5 in order to enter a successful patent entry to the National Undergraduate Mechanical Innovation Design Competition</p>
How were the learning outcomes achieved?	n/a



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## DIREKT revised Observation & Evaluation template

### Module 2 - Date: 28/04/2018

## Location: Nanking University of Science and Technology (NUST) Library

### Observation Form

**Confidentiality considerations:** *The purpose of the DIRECT Observations & Evaluation is to maintain our goal of teaching excellence within the DIREKT project, and to provide a venue for us to share teaching ideas and strategies with each other. In order for observations to be effective, it is crucial that we establish and maintain an environment of mutual respect and trust. Therefore, all critiques given on this form should be done in a constructive manner, and the raw data gathered through our observations in each other's classes and recorded on this form is to be kept confidential. All faculty members are encouraged to share particularly effective teaching strategies with colleagues in department meetings, and also to share any difficulties so that we can all be engaged in cooperative problem solving. The department chair and the observer may use the insights gained through this peer mentoring process as a basis for preparing evaluations.*

**Faculty Member Observed:** Xiaobing Zhang

**Observer:** G Cullen/B Häse

**Class Observed: Module 2, 3 & 5 combined Date and Time of Class: 28 April 2018 13.00-18.00**

**Target Group: Librarians, MA & PhD Students in Energy & Power & Mechanical Engineering Format: Lecture**

**Completed by EU Observer(s) - (in black). Feedback then can be given by the person being observed and sent back to EU observer(s).**

**INFORM ALL PROGRAMME COUNTRY THAT THEY NEED TO KEEP ATTENDANCE RECORDS FOR ALL PILOTING EVENTS.**

<u>Criteria for teaching</u>	COMMENT AND SUGGESTIONS
Preparation	
- prepared the handouts, presentations and other learning materials beforehand	<p>The training session was conducted by Xiaobing Zhang and observed by Gerry Cullen and Dr Häse from TU Dresden. The session was conducted partly in English and partly in Chinese. As Dr Häse is fluent in Chinese she was once again kind enough to explain all activities and content to her TUD colleague.</p> <p>All handouts prepared. For this session a Powerpoint presentation was used &amp; extensive use of video clips (as part of Module 2)</p>
Module Aims	
- fulfilling the aims of the module and the training session being observed	<p>The module aims at the concepts and principles of marketing to support the creation of IL Awareness Campaign Strategies to address all Stakeholders of IL.</p>
- the effectiveness of activities and methods used by the teacher in achieving the aims set for the session.	<p>Student involvement could be better but again (see comments made in previous observation forms) in viewing this from EU perspective. However, this morning's lesson demonstrated effectiveness of a more Communicative Approach.</p>

Module Materials	
- the used materials: Were all attached materials used?	Handouts were used to explain marketing approaches, In addition, presentations were used and in addition video clips (video clips were a NUOST production and were especially produced for the project)
How were the materials used in the session?	The materials were used very effectively and generated great interest among the participants.
Assessment	The materials generated have been produced by NUOST staff. Participants are to have further sessions in this module and assessment in reality will be the National Awareness Day conducted in September 2018.
- connection between previous learning with the new subject to be taught	This was Week 1 so no connection possible.
How did the teacher monitor whether the planned learning outcomes had been achieved?	Here we recommended that tutor focus more on this. Notwithstanding the fact that this is a lecture, more energy has to be focused on this.

<p>Were all types of assessment set in the Module Details Overview applied?</p>	<p>Again this was the first session.</p>
<p>Subject expertise</p>	
<p>How did the teacher demonstrate deep knowledge of the topics discussed during the session?</p> <p>Could the teacher cover all questions raised by students</p>	<p>Simply by being Head of Library Services!</p> <p>Yes. Most definitely.</p>
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> <li>a. Recognize the need for IL marketing skills for academic staff and librarians</li> <li>b. Evaluate information sources for creating IL awareness campaign strategies</li> <li>c. Develop strategy plan for IL Awareness Campaign</li> </ul> <p>It was clear that the session theory and practical content has resulted in achieving outcome A.</p>
<p>Were learning outcomes achieved?</p>	<p>Too early to say</p>



<p>How were the learning outcomes achieved?</p>	<p>n/a</p> <p>At the end as in all modules observed there was a full Feedback Session conducted by TUD colleagues with PC colleagues.</p>
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## DIREKT revised Observation & Evaluation template

### Module 7 - Date: 25/04/2018

### Location: Northwest Polytechnical Aeronautic Building B412 (Northwestern Polytechnical University- NPU)

#### Observation Form

**Confidentiality considerations:** *The purpose of the DIRECT Observations & Evaluation is to maintain our goal of teaching excellence within the DIREKT project, and to provide a venue for us to share teaching ideas and strategies with each other. In order for observations to be effective, it is crucial that we establish and maintain an environment of mutual respect and trust. Therefore, all critiques given on this form should be done in a constructive manner, and the raw data gathered through our observations in each other's classes and recorded on this form is to be kept confidential. All faculty members are encouraged to share particularly effective teaching strategies with colleagues in department meetings, and also to share any difficulties so that we can all be engaged in cooperative problem solving. The department chair and the observer may use the insights gained through this peer mentoring process as a basis for preparing evaluations.*

**Faculty Member Observed:** Zhouyang Li & Shuxia Wang **Observer:** G Cullen/B Häse

**Class Observed: Week 3 Date and Time of Class: 25 April 2018 11.15 (Module 7)**

**Target Group: Under & Post Grads in Mechanical Engineering Format: Lecture**

**Completed by EU Observer(s) - (in black) Feedback then can be given by the person being observed and sent back to EU observer(s).**

<u>Criteria for teaching</u>	COMMENT AND SUGGESTIONS
Preparation	
- prepared the handouts, presentations and other learning materials beforehand	<p>The training session was conducted by Zhouyang Li &amp; Shuxia Wang and the session was well prepared. PowerPoint was set up beforehand and all students were present. Again the session was conducted in Chinese. As Dr Häse is fluent in Chinese she was kind enough to explain all activities and content to her TUD colleague.</p> <p>An attendance list was completed. The aims of the lesson were clearly laid out &amp; also the project and module was presented in detail.</p> <p>Mobile phones were on which in our opinion can be a distraction.</p> <p>No handouts were used.</p>
Module Aims	
- fulfilling the aims of the module and the training session being observed	<p>See Module aim, activities, etc Week 3</p> <p>These are focused on how to prepare a presentation based on research and to be able to organize an event (conference)</p> <p>However, the goal focused on in the session was: to search for related information and evaluating data and content and on the meaning of plagiarism. Colleagues explained in Feedback Session that for their university needs this was a necessary component. They also explained that the conference focus would be dealt with in next sessions.</p>

- the effectiveness of activities and methods used by the teacher in achieving the aims set for the session.	<p>This was again a solid if not traditional style lecture with very little evidence of a participant focus. Offering the opportunity to let participants ask questions would be a good opportunity.</p> <p>During the presentation and unlike at BIT students note taking was not evident.</p>
Module Materials	
- the used materials: Were all attached materials used?	Presentations using PowerPoint only as this was a typical lecture. However more variety would be good.
How were the materials used in the session?	<p>Presentation more read. We were slightly confused that if as our Chinese colleagues said that students' levels were so poor then why suggest English language materials, journals?</p> <p>The response in the Feedback Session was that students reading and passive ability was appropriate to conduct such activities but that their active ability was weak.</p>
Assessment	
- connection between previous learning with the new subject to be taught	We did not observe any connection with Week 2 being mentioned. Also there was no assignment to be presented.

<p>How did the teacher monitor whether the planned learning outcomes had been achieved?</p> <p>Were all types of assessment set in the Module Details Overview applied?</p>	<p>As previously stated above this was a traditional lecture delivery.</p> <p>None were used in this period.</p>
<p>Subject expertise</p>	
<p>How did the teacher demonstrate deep knowledge of the topics discussed during the session?</p> <p>Could the teacher cover all questions raised by students</p>	<p>Through presentation approaches and the content introduced.</p> <p>Yes. We did not see a focus in this lesson on learning outcomes – see below.</p>
<p>Learning Outcomes</p>	<ol style="list-style-type: none"> <li>a. Recognize the need for information literacy and educational technologies to support academic writing</li> <li>b. Effectively utilize digital publications tools and other technical aids for academic writing</li> <li>c. Research data within completing academic writing tasks</li> <li>d. Consider the need for information literacy and academic writing for developing and planning future careers</li> <li>e. Identify the role of information literacy for publications</li> <li>f. Acknowledge the existence of information literacy as a component of research ethics and</li> </ol>

	<p>academic writing</p> <ul style="list-style-type: none"> <li>g. Develop project management skills based on information literacy and academic writing</li> <li>h. Conduct conferences and acquire networking skills</li> <li>i. Write effective funding applications</li> </ul>
<p>Were learning outcomes achieved?</p>	<p>Week 3</p>
<p>How were the learning outcomes achieved?</p>	<p>We did not see any approach used to support this.</p> <p>We had a long and serious Feedback Session where we underlined that a lot needed to be done regarding this module. We also informed BIT of this and we subsequently conducted a skype conference to establish better coherence.</p>