<table>
<thead>
<tr>
<th>Guides for observation of lecture and workplace based teaching</th>
<th>BF 2014</th>
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</thead>
<tbody>
<tr>
<td><strong>Lecture</strong></td>
<td><strong>Bedside teaching</strong></td>
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</table>
| **Education contract** | Recognizes learners: Name/ background/ level/ program/ experience  
Clearly identifies and addresses objectives  
- Audience (for who)  
- Behaviour to be started stopped or changed (what)  
- Condition (when and in what context)  
- Degree (To what level of skill/competence)  
Makes clear the relevance and importance of the talk/potential applications/links to other topics |
| Surveys audience understanding, expectations and enthusiasm  
Clearly identifies and addresses objectives  
- Audience (for who)  
- Behaviour to be started stopped or changed (what)  
- Condition (when and in what context)  
- Degree (To what level of skill/competence)  
Surveys audience understanding, expectations and enthusiasm  
Clearly identifies and addresses objectives  
- Audience (for who)  
- Behaviour to be started stopped or changed (what)  
- Condition (when and in what context)  
- Degree (To what level of skill/competence)  
Establishes appropriate mood  
Interacts with learners in non-judgmental way  
Chooses appropriate setting and context-appropriate teaching and learning tasks  
If needed optimizes physical layout to maximize learning  
Establishes appropriate mood  
Interacts with learners in non-judgmental way  
Chooses appropriate setting and context-appropriate teaching and learning tasks |  
| **Learning climate** |  
Establishes appropriate mood  
Interacts with learners in non-judgmental way  
Chooses appropriate setting and context-appropriate teaching and learning tasks  
If needed optimizes physical layout to maximize learning |  
|  
Establishes appropriate mood  
Interacts with learners in non-judgmental way  
Chooses appropriate setting and context-appropriate teaching and learning tasks |  
| **Communication** | Speaks clearly. AV is audible and visible  
Avoids or clarifies jargon, acronyms, technical terms |  
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Avoids or clarifies jargon, acronyms, technical terms |  
| **Teaching strategies & style** | Time well managed  
Promotes active learning with chosen strategy  
Engages all learners in group  
*Presents material using explicit organized framework/frames subtopics/links concepts*  
*Demonstrates strong understanding of subject matter*  
*Explains, summarizes, demonstrates key concepts*  
*Clearly defined “end” and summarized content*  
*Stimulates active audience participation*  
*Uses questioning effectively*  
*If appropriate invites/responses to question*  
*Provides sense of achievement in learners* | Time well managed  
Captures “teachable moments”  
Promotes active learning with chosen strategy  
Engages all learners in group  
*Creates goals and focus of session with learners’ input*  
*What tasks will do (observe or demonstrate)*  
*Purpose of task*  
*Degree and context of performance*  
*How learner performance will be observed and assessed*  
*How will learn together: May assign specific roles to team members*  
*Provides sense of achievement in learners* |
| At appropriate intervals assesses and responds to audience understanding using  
- Convergent questions to check knowledge and begin interaction  
- Divergent question to engage learners in higher reasoning  
- Rephrasing or providing alternate examples, reviewing, changing pace | Uses questions effectively  
- Convergent questions to check knowledge and begin interaction  
- Divergent question to engage learners in higher reasoning  
Uses questions effectively  
- Convergent questions to check knowledge and begin interaction  
- Divergent question to engage learners in higher reasoning  
*Provides formative feedback that is*  
*Based on observed behaviours (not inference)*  
*Timely pertinent and linked to objectives*  
*Discuss and validates what done well*  
*Discusses what needs improvement*  
*Actionable; links to “teachable moments”* |
| **Role modelling** |  
Models professionalism  
Demonstrates keen enthusiasm in voice, eye contact, and gestures  
Answers questions clearly  
Models effective approach to uncertainty when cannot answer question |  
| Models professionalism including respect for patients and allied health professionals  
Models and encourages “thinking out loud”  
Answers questions clearly  
Models effective approach to uncertainty when cannot answer question/directs learners to resources  
Models and promotes self-directed learning |