Teaching Review Checklist

Consider the following points when reviewing the teaching session

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| 1 | Environment &Technical   * Is quality of recording sufficient? * Are surrounding appropriate? * Is teaching uninterrupted? |
| 2 | Communication   * Is rapport established? * Verbal and non verbal clues recognised? Followed up? |
| 3 | Projected outcome (“Aims & objectives”)   * What is the purpose of the teaching? E.g. Debrief, topic teaching, CBD * Is this clear (either from the video or the trainer is able to identify what the focus of the teaching was when sharing the recording. * Where does this link to either the competencies or the curriculum? |
| 4 | Methods  What methods are observed? E.g.   * Socratic dialogue * Establishing what the trainee knows * Information gathering * Linking to evidence * Note taking, mind mapping etc * Suggestions for further resources * Use of resources during tutorial * Appropriate use of “teaching moments”[[1]](#endnote-1)inc change of focus if more urgent teaching need arose * Do these appear appropriate for this registrar, and their stage of training? |
| 5 | Anything else?   * Were any others dealt with? E.g. operational matters, registrar concern |
| 6 | What next?   * Any follow up planned? * Plans for next teaching session (if appropriate) |
| 7 | Discussion   * Self evaluation by the trainer appropriate? * Able to link it to educational theory e.g. using Pendleton’s rules? * Future plans for teaching, aware of alternative methods * Learning needs identified for PDP? |

1. Questions or gaps of knowledge unrelated to the topic under discussion but which can be quickly & effectively dealt with at the time, or clearly acknowledged and “parked” for later discussion. [↑](#endnote-ref-1)