**Course Inspection and Evaluation through Instruction Supervisors**

**(for international faculty only)**

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| **Lecturer** |  | **School** |  | **Course** |  |
| **Class and Grade** |  | **Classroom** |  | **Time** |  |
| **Attendee** |  | **Course-takers** |  | **Evaluation venue** |  |
| **Content Briefing** |  |
| **Dimensions** | **Observation pints** | **Scores** |
| **Clear Learning Outcomes （10%）** | Clear articulation of learning outcomes with thebroader course objectives, ensuring they understand what is expected of them |  |
| **Structured and Organized Sessions （10%）** | Logical sequence of activities with a coherent learning-teaching towards the defined outcomes |  |
| **Curriculum Alignment（10%）** | Content directly relevant to the course syllabuswith appropriately challenge and tailored to thelevel of the students, their prior knowledgeand linked to real-world or disciplinary contexts |  |
| **Varied Pedagogical Approaches （10%）** | a variety of teaching methods to address different learning styles |  |
| **Critical Thinking and Engagement （10%）** | Critical thinking and active engagement through questioning techniques, discussions, and tasks that require students to apply, analyze, and evaluate information |  |
| **Clarity and Engagement （10%）** | Convey complex ideas in an accessible manner appropriate with the pace of delivery, ensuring all students can follow along while maintaining suitability. |  |
| **Responsive and Adaptive Teaching （10%）** | Responsive to the dynamics of the classroom, adapting the lesson plan as necessary to address students’ needs and interests |  |
| **Inclusive and Participatory Learning Environment （10%）** | Encourage participation from all students, fostering a culture of respect and inclusivity, where diverse perspectives are valued. |  |
| **Active Learning Opportunities; Ethical and Inclusive Practices and language-acceptability（10%）** | Provide students with opportunities to participate in group work, discussions, interactions，or pre activities, rather than being passive recipients of information.Adheres to professional standards, including respect for individual’s national and cultural values, and be aware of the wider institutional and societal contexts  |  |
| **Effective Use of Learning Resources and Adaptation of Materials (10%)** | Make effective use of available resources, such as visual aids, technology, and the physical classroom environment, to enhance learning materials and resources adapted to meet the specific needs, ensuring they are accessible and relevant to the students’ learning goals |  |
| **Overall comments and suggestions** **Signature：**  **Date:** |

Grade：Excellent：≥90; Good：80-89; Up-to-standard：70-79; Minimal standard; 60-69; Below standard：∠60