**Appendix A**

**Assessment Sheet (for Observer)**

**Identification of Psychological and Social Aspects of Learner Learning**

*School*(name and location):

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*Date:*.................................................... *Subject:* .........................................................................

*Class:*....................................... *Scheduled lesson in the time table:*.........................................

*Lesson topic:*

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*Teacher (name):* ........................................... ……….

*Length of his teaching practice:*...................................

*Observer (name):*...........................................................

**To what Extent Did the Teacher Respect Psychological Aspects of Learner Learning?**

Mark on the scale: 1 = yes, 2 = rather yes, 3 = rather no, 4 = no, N/A (if the aspect did not occur in the lesson).

1. Was the teacher able to motivate learners sufficiently?

1 - 2 - 3 - 4 – N/A

1. Did (s)he pay enough attention to revision and fixing the subject material?

1 - 2 - 3 - 4 - N/A

1. Was the teacher able to explain to learners the purpose of the presented material and what was expected from them?

1 - 2 - 3 - 4 - N/A

1. Did the teacher show enough patience? Was (s)he willing, for example, to explain the material once again, answer learners' questions?

1 - 2 - 3 - 4 - N/A

1. Was the teacher able to formulate adequately demanding and unambiguous questions?

1 - 2 - 3 - 4 - N/A

1. Was the teacher able to instruct learners understandably, were the tasks appropriate to their age, the topic being covered, and the learners' intellectual level?

1 - 2 - 3 - 4 – N/A

1. Were the learners given enough time to complete the tasks, to think about their answers during testing? Didn't the teacher constantly interrupt their answers?

1 - 2 - 3 - 4 - N/A

1. Did the teacher use a variety of teaching methods?

1 - 2 - 3 - 4 - N/A

1. Did the teacher innovate and alternate organizational forms of work?

1 - 2 - 3 - 4 - N/A

1. Did the teacher approach learners with pedagogical tact?

1 - 2 - 3 - 4 – N/A

Describe how it was manifested:

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1. Was the teacher talk engaging for learners?

1 - 2 - 3 - 4 – N/A

1. Was the teacher able to empathise with the learners?
2. 2 - 3 - 4 – N/A
3. Did the teacher respect the attitudes of the learners and their learning styles according to the sensory preferences of the learner?

Mark with a cross.

󠅴 visual (using sight) 󠅴 󠅴󠅴 auditory (hearing)

󠅴visual-auditory 󠅴󠅴 kinetic (movement-based)

1. Did he/she take into consideration the learner's internal strategy when using learning styles?

Mark with a cross.

󠅴superficial (the learner passively memorises what was taught)

󠅴deep (the learner understands the material and actively thinks about it)

󠅴strategic (the learner learns for the favour and praise from the teacher)

1. Did the teacher develop creativity and critical thinking of learners in the process of presenting new material as well as in the process of practicing it?

1 - 2 - 3 - 4 – N/A

**To what Extent Did the Teacher Respect the Social Aspects of Learner Learning?**

1. What attitude prevailed in the teacher's relationship with the learner? (teacher-student communication)

Mark with a cross.

󠅴 authoritative (causing stress to learner)

󠅴 indifferent/relaxed (the learner didn't know whether they were progressing – lacked feedback)

󠅴 accommodating (the learner felt sincere interest from the teacher in their person)

󠅴 other (specify) …......................................................................................................

1. Did the teacher understand social interactions in the class and was he/she able to work with them relevantly and meaningfully?

1 - 2 - 3 - 4 – N/A

1. Did the teacher address the learners using their names?

1 - 2 - 3 - 4 – N/A

1. How did the teacher address their learners?

Mark with a cross.

󠅴by their first name

󠅴by their last name

󠅴by using pronouns

󠅴other (specify how) .......................................................................................................

1. Did the teacher involve all the learners in activities evenly?

1 - 2 - 3 - 4 – N/A

1. If the teacher favoured someone, mark them with a cross.

󠅴those who sat at the front desks

󠅴those who volunteered

󠅴passive learners

󠅴so-called class leaders

󠅴their favourites

󠅴other (specify) ...............................................................................................................

1. Did the teacher appreciate the positive behaviour of the learner? In what way?

󠅴verbal praise

󠅴by picking up on the student's idea

󠅴by using the student's example or suggestion

󠅴other (specify) ……………………………………………………………………

1. How did the teacher react to the learner's negative behaviour?

Mark with a cross:

󠅴punished the learner immediately

󠅴punished them after some time, for example, at the end of the lesson

󠅴ignored their behaviour

󠅴other (specify)...........................................................................................

1. Did the teacher use adequate non-verbal communication (eye contact, smile, nod of approval, appropriate gestures, and others) in the teacher-student communication process?

1 - 2 - 3 - 4 – N/A

1. Give overall evaluation to what extent the teacher understands the psychological and social aspects of learner learning and how he incorporates them into the pedagogical process.

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**Observer's Conclusions and Recommendations:**

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Observer's signature: .....................................................

Expression (agreement/disagreement) of the observed:

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Observed teacher´s signature: .....................................................

**Appendix B**

**Self-Assessment Sheet (for Teacher)**

**Identification of Psychological and Social Aspects of Learner Learning**

*School* **(**name and location**):**

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*Date:*.................................................... *Subject:*....................................................................

*Class:*.............................. *Scheduled lesson in the time table:*..........................................

*Lesson**topic:*

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*Teacher (name):* .........................................................

*Length of his teaching practice:*...................................

*Observer (name):*..........................................................

**To what Extent Did I Respect Psychological Aspects of Learner Learning**

Mark on the scale: 1 = yes, 2 = rather yes, 3 = rather no, 4 = no, N/A (if the aspect did not occur in the lesson).

1. Was I able to motivate learners sufficiently?

1 – 2 – 3 – 4 – N/A

1. Did I pay enough attention to revision and fixation of the presented material?

1 – 2 – 3 – 4 – N/A

1. Was I able to explain the purpose of the taught material and what I expected from the learners?

1 – 2 – 3 – 4 – N/A

1. Did I show enough patience? Was I, for example, willing to explain the material once again, answer learners' questions?

1 – 2 – 3 – 4 – N/A

1. Was I able to formulate adequately demanding and unambiguous questions?

1 – 2 – 3 – 4 – N/A

1. Was I able to instruct learners understandably, were the tasks appropriate to their age, the topic being covered, and the learners' intellectual level?

1 – 2 – 3 – 4 – N/A

1. Did I provide learners with enough time to complete the tasks, to think about their answers during testing? Did I avoid interrupting learners’ answers?

1 – 2 – 3 – 4 – N/A

1. Did I use a variety of teaching methods?

1 – 2 – 3 – 4 – N/A

1. Did I innovate and alternate organisational forms of work?

1 – 2 – 3 – 4 – N/A

1. Did I approach learners with pedagogical tact?

1 – 2 – 3 – 4 – N/A

Describe how this was manifested:

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1. Was my talk engaging for learners?

1 – 2 – 3 – 4 – N/A

1. Was I able to empathise with the learners?
2. – 2 – 3 – 4 – N/A
3. Did I respect the attitudes of the learners and their learning styles according to the sensory preferences of the learner?

Mark with a cross.

󠅴 visual (using sight) 󠅴 󠅴󠅴 auditory (hearing)

󠅴visual-auditory 󠅴󠅴 kinetic (movement-based)

1. Did I take into consideration the learner's internal strategy when using learning styles?

Mark with a cross.

󠅴superficial (the learner passively memorises what was taught)

󠅴deep (the learner understands the material and actively thinks about it)

󠅴strategic (the learner learns for the favour and praise from the teacher)

1. Did I develop creativity and critical thinking of learners in the process of presenting new material as well as in the process of practicing it?

1 - 2 - 3 - 4 – N/A

**To what Extent Did I Respect the Social Aspects of Learner Learning?**

1. What attitude prevailed in my relationship with the learner? (teacher-student communication)

Mark with a cross.

󠅴 authoritative (causing stress to learner)

󠅴 indifferent/relaxed (the learner didn't know whether they were progressing – lacked feedback)

󠅴 accommodating (the learner felt my sincere interest in their person)

󠅴 other (specify) ………….............................................................................................

1. Did I understand social interactions in the class and was I able to work with them relevantly and meaningfully?
2. - 2 - 3 - 4 – N/A
3. Did I address the learners using their names?

1 – 2 – 3 – 4 – N/A

1. How did I address my learners?

Mark with a cross.

󠅴by their first name 󠅴by using pronouns

󠅴by their last name 󠅴other (specify how) .........................................

1. Did I involve all the learners in activities evenly?
2. – 2 – 3 – 4 – N/A
3. If I favoured any of my students, mark them with a cross.

󠅴those who sat at the front desks 󠅴so-called class leaders

󠅴those who volunteered 󠅴my favourites

󠅴passive learners 󠅴other (specify) ...........................................

1. Did I appreciate the positive behaviour of the learner? In what way?

󠅴verbal praise 󠅴by using the student's example or suggestion

󠅴by picking up on the student's idea 󠅴other (specify) ……………..……………

1. How did I respond to the learner's negative behaviour?

Mark with a cross:

󠅴punished the learner immediately

󠅴punished the learner after some time, for example, at the end of the lesson

󠅴ignored their behaviour

󠅴other (specify)...........................................................................................

1. Did I use adequate non-verbal communication (eye contact, smile, nod of approval, and others) in the teacher-student communication process?

1– 2 – 3 – 4 – N/A

1. Give overall evaluation to what extent you are aware of the psychological and social aspects of learner learning and how you incorporate them into your teaching.

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Teacher's signature: ......................................................

Opinion (comments) of the observer:

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Observer's signature: ...................................................