

Observation Checklist

Guidelines

This checklist has been designed to observe behaviours linked to the GLO's in museum activities. All the GLOs are visible in some respect except future intentions and change in behaviour. These may be workshops or activities in the galleries such as interactives. It will work for both families and children. However it works less well for museum spaces where reading or listening to a talk is required.

It is worth following these guidelines and having a pilot run before using them for real data collection. You may find you want to adapt the list according to your needs.

- Set up a number of children to “observe”. This may be about 4 or 5 children who you will observe for one minute at regular intervals. I rotate around the five children taking one minute samples every 5 or 10 minutes and thus in half an hour quite a lot of data can be collected
- Of course it is only what we can see and **hear** so it does not give information on what they are thinking about. However it is surprising how much can be gained when you get skilled at it.
- The repeated observations will depend on how quickly the children do the activity – if it is a long activity the gap between observations can be longer (say 10mins) but if it is more quickly done this will need to be shorter.
- Choosing children should be random – mentally choose every fifth one that comes in the room or one from each table. Try not to choose those that look interesting to you ! A mixture is needed.
- On each observation tick each box that you are happy about – if in doubt don't bother. – for example looking confident may or may not be visible. I also put in a cross if the negative of the behaviour is seen and this is significant – eg ignores teacher's instructions. You may also want to use the notes section at the bottom to add detail about the skill being learnt etc.
- After your data collection you will need to do frequency tables and use the different behaviours to report on the GLOs such as skills development, social development etc. Obviously we don't know how extensive the learning is as we have no base line but Roschelle believes much learning is about repeating learning and thus providing opportunities to reiterate, develop and alter schema. Obviously though this type of data works better if it is supporting other data.

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Observation Checklist



CHILD _____

ACTIVITY (type/phase) _____

:Time				
Looks Happy				
laughter				
Looks interested				
Involved/focused/motivated				
Confident in activity				
Orientating themselves				
Interacting on task				
Interacting off task – creative				
Interacting off task				
Activity appropriate level				
Interacts Teacher (T or C initiated)				
Interaction with other children				
Asks questions				
Express information (Show)				
Listens				
Answers				
Discusses				
Observes				
Instructs				
Writes				
Draws				
Maths activity				
Other task based skills				
Problem solving				
Teamwork				
Working as Individual				
Thinking/reflecting				
Complete end product				
Pleased with success				
Disruptive				
Plays				

