



Facilitate Learning Using a Variety of Given Methodologies

Handout 6

Observation Checklist by Observer

Observation Checklist by Observer: Presentation - individually

| | | | |
|--|------------------|------------------------------|-----------------|
| Name of Learner | | | |
| Observed by | | | |
| Role of Observer to learner | | | |
| Date of Observation | | | |
| Observer's Contact Details | | | |
| Observer's Signature | | | |
| Learner's Signature | | | |
| Criteria | Competent | Not yet Competent | Comments |
| The following topic presented as part of the presentation. Mark the applicable one). | | | |
| Types of outcomes associated with OBE The link between a Performance based economy and OBE The role of the NQF, the Bill of Rights, National Skills Act and Employment Equity in South Africa learning and education. Formal Education structures and SAQA and the NQF Education of learners with special education needs The role of "Sector" and "Workplace Skills" plans as well as "Scarce and Critical Skills" in the learning and facilitation process. | | | |

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|---|--|--|--|
| Sound presentation and communications skills | | | |
| During presentation: Cue cards or multi-media or props used effectively without disruption or disturbance to audience. | | | |
| During presentation: Message clearly brought across. | | | |
| During presentation: Presentation appropriate for audience language level. | | | |
| During presentation: Focus on accurate eye-contact. | | | |
| During presentation: Focus on appropriate body language. | | | |
| During presentation: Vocal tone appropriate to venue & audience | | | |
| During presentation: Avoid monotonous presentation/ tone/ inflection | | | |

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|--|--|--|--|
| <p>During presentation:</p> <p>Clear highlighting of stresses in vocal tone</p> | | | |
| <p>After presentation:</p> <p>Opportunity given to audience to respond/ ask questions.</p> | | | |
| <p>Judgement</p> | | | |