**EE400D (Teaching Engineering): Classroom Observation**

Faculty/Instructor: Scott Hauk Date/Time of Observation: 10/4/19

Observer: Filip Tomczak

Course Number (Course Title): EE 469

Format Observed (Lecture, Lab, Quiz Section): Lecture

Number of Students Enrolled: 74 Number of Students Attending: 68

**Instructions**

*This observation worksheet contains both close-ended (Likert Scale) questions and open-ended (descriptive) questions regarding what the instructor is doing during the observed time period (session) and what the students are doing. Not all behaviors or activities are covered in the close-ended questions; those activities that are not included in the close-ended questions can be integrated into the open-ended questions. Please highlight your answers in a different, but legible color, minimize white space, and provide clean and consistent formatted in the completed observation.*

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| --- | --- | --- | --- | --- |
| During the Observed Session: | Not at All | Somewhat | Satisfactory | Outstanding |
| The instructor provides objectives for the class session (written, verbal, or both). |  | X |  |  |
| The instructor relates the session content to learning outcomes for the course. |  |  | X |  |
| The instructor uses visual aids that are clear, organized, and relevant. |  |  |  | X |
| The instructor uses practical, “real-world” examples to support teaching. |  |  |  | X |
| The instructor refers to the relevant portions of the textbook, reading, or other supplement. |  | X |  |  |
| The instructor uses humor effectively to promote student engagement and rapport. |  |  |  | X |
| The instructor answers questions well and demonstrates knowledge of the subject. |  |  |  | X |
| The instructor shows clear interest or enthusiasm in teaching. |  |  | X |  |
| The instructor uses student names. |  | X |  |  |
| The instructor asks specific questions. |  |  |  | X |
| The instructor pauses after asking a question. |  |  |  | X |
| The instructor asks questions of students that result in responses from students. |  | X |  |  |
| The instructor changes gears periodically from one style of teaching to another. | X |  |  |  |
| The instructor engages students periodically through think/pair/share, problem solving, or other active learning exercises. | X |  |  |  |
| The instructor uses guided notes. |  |  |  | X |
| The instructor involves students periodically in what is to be covered during the session. | X |  |  |  |

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| --- | --- | --- | --- | --- |
| During the Observed Session: | Not at All | Somewhat | Satisfactory | Outstanding |
| The instructor uses more than one way to explain problems or concepts. |  |  | X |  |
| The opening of the class session gets students’ attention. |  |  |  | X |
| The instructor provides a summary of what has been covered and accomplished at the end of the observed session. |  | X |  |  |
| The instructor provides a preview of the next session or ideas of what to consider for the next class at the end of the observed session. |  | X |  |  |
| The instructor could be easily heard. |  |  |  | X |
| The instructor moves around in the classroom and refrains from standing/sitting in one place. |  |  |  |  |
| The instructor uses analogies or metaphors to relate the concepts to students’ experience. |  |  | X |  |
| The instructor emphasizes key points throughout the observed session. |  |  | X |  |
| The instructor makes eye contact with students. |  |  |  | X |
| The instructor uses open (not closed) body language during the observed session. |  |  | X |  |
| The instructor engages in behaviors that develop rapport and trust with the students. |  |  | X |  |
| The instructor relates the material/concepts to personal or societal concerns. |  | X |  |  |
| The instructor is available before class. |  |  | X |  |
| The instructor is available after class. |  |  | X |  |

What types of visual aids (dry-erase board, chalkboard, powerpoint, etc) does the instructor use during the observed session? How are these visual aids used?

The professor uses printed slides (posted online at the beginning of the quarter) and fills them out in class, assuming that the students will do the same (most of them do).



In your opinion, what was the best/most effective teaching moment observed in this session?

The professor explained a topic vaguely, going over a “cheat sheet” to solve problems depending on category. Afterwards he went over solving a problem from each category. I thought those steps were logical. The introduction itself wouldn’t be enough, but solving the problems made it much clearer.

In your opinion, what was the most unique teaching moment observed in this session?

One of the students asked to explain a part of the slide in a little bit more detail. The professor proceeded to give an analogy comparing parts of the problem to being a Kardashian family member. The student said it was a perfect explanation and that it actually helped.

In an organized paragraph with complete sentences, describe what the instructor did throughout the session (150-250 words).

The professor started the lecture by showing everybody a review problem that was closely related to the material covered in the previous lecture. He asked the students to solve it. Since it was a coding question, he went “line-by-line” asking mostly the same person, but he also asked some other people.

After the review problem was completed, he asked the class if they had any question related to the class and the material covered so far, then he answered those questions. Next, he started the main part of the lecture which was going through the guided notes while filling them out and explaining the topics to the students. This process was rather “interactive” as the professor asked students question on each slide, except for the ones that covered a completely new material. Usually he would have 1 or 2 slides to explain the topic, while the next few slides were rather simple problems related to those topics. He would then solve them with the help of the students. There were 2 times during the session in which the professor gave the audience about 3-4 minutes to think and try to solve the given problem. There were only 1 or 2 slides total that the teacher filled out without asking students for collaboration. He ended the lecture 2-3 minutes early, as he didn’t have enough time to effectively talk about the next slides/topic.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| During the Observed Session: | None | Few | Some | Many | Most |
| Students maintain attention toward the instructor (for example – eye contact). |  |  |  |  | X |
| Students remain awake and alert during the observed session. |  |  |  |  |  |
| Students are using their cell phones or other electronic devices in activities unrelated to class. |  | X |  |  |  |
| Students are over one minute late to class. |  | X |  |  |  |
| Students pack up early at the end of class. | X |  |  |  |  |
| Students are reading the newspaper or doing other non-electronic activities unrelated to class. |  | X |  |  |  |
| Students interact with the instructor before class. |  | X |  |  |  |
| Students interact with the instructor after class. |  |  |  |  |  |
| Students initiate questions. |  |  | X |  |  |
| Students respond to questions posed by the instructor. |  | X |  |  |  |
| Students ask follow up questions. |  |  | X |  |  |
| Students participate in class when asked to do so by the instructor. |  |  |  | X |  |
| Students are taking notes. |  |  |  |  | X |

In your opinion, how would you best describe students’ interest in the observed session?

I believe students were very interested. I can’t tell if they are actually interested in the subject matter or that they know they need to pay attention to do well in the class. Anyways nobody seemed to just be there to show up to class.

In your opinion, how would you best describe students’ affect (emotion) in the observed session?

Most of the students were rather quiet, but focused and interested. I didn’t really see anybody that was bored, sleepy or disinterested.

In an organized paragraph with complete sentences, describe what the students were doing during the observed session (150-250 words).

The majority of the students arrived in the classroom by the time the bell rang. Before that, about 3 students were talking to the professor asking him questions about lectures, homework and the labs. There were a few people (less than 10) that arrived in the classroom slightly late, but the audience was “completed” within 5 minutes of the start time. Since the professor is using guided notes, most of the students had them on their tablets/laptops filling them out throughout the session. A few of the students asked and answered question, but for the most part those were the same people all the time. I saw some people using their phones, but they weren’t using them all the time – it looked like they just had to check a message or something similar. From time to time students talked to each other, but for the most part they stayed quiet and respectful of the teacher. During the time given for solving problems students were collaborating with each other. Since the class ended slightly early, technically everybody started packing early, but everybody waited for the teacher to say that the lecture is over.

Are there any items that you believe should be added to this classroom observations worksheet? If so, please describe.

I believe professor Hauck is a great teacher. He controls his classroom very well, is able to relate to his audience (his jokes are on point), and makes sure that there is an interaction between the students and him. The guided notes make it extremely easy to know what to expect on the test and what to do during class time.