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

Faculty/Instructor: Penny Hinke Date/Time of Observation: 10/11/2019

Observer: Filip Tomczak

Course Number (Course Title): EE 393

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

Number of Students Enrolled: 32 Number of Students Attending: 27

**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. | X |  |  |  |
| 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 |  |  |

The class is about technical communication, so the instructor is very good at and used to presenting in general (technical aspects of it). However, knowing that she’s been lecturing this class for a few years now, I was a little bit disappointed by how she grabs students attention. She was a little bit erratic, but that might be her personality.

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 instructor used a PowerPoint presentation at the beginning of the class to highlight the most important points of the session. After that she used a word document, as the whole class was reviewing a paper together.

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

The instructor asked the students to get in groups of 4 to discuss the paper, then everybody came together to share their thoughts. It was very helpful as the students have to write a similar paper in the next week.

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

It has to be how the instructor got everybody in the class to, in a way, come together and discuss the all the different parts and aspects of the paper.

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

The instructor arrived in class slightly before the start of the session. Since the class is about writing, there weren’t any students that needed answers so the instructor had time to prepare herself for the period. At the very beginning she talked about the upcoming assignments, as well as what the session is going to focus on. She also gave students the access code to a quiz in canvas that is supposed to track attendance – a nice idea (the assignment is only available for the first 10 minutes of the class), but students can definitely send the “password” to each other through text messages etc. The instructor then asked the students to download a file from canvas – a paper written by one of her students in a previous quarter. The paper was the same assignment the students will write in the next week. She then gave everybody few minutes to read through it. Afterwards, the instructor asked the students to get in groups of 4 and discuss their thoughts on the paper. Next, she decided the class as a whole will go over the whole document, discussing each section. At the beginning of every section, she randomly called on students names, asking them about their thoughts. She seemed she really wanted to remember their names and asked them about the proper pronunciation. She then asked everybody to give any other comments, should they have any. She also commented on the sections herself. The class ended about 2 minutes early, as the whole document has been discussed. The session had a good structure and was connected to one of the bigger assignments in the quarter. The instructor had control of the classroom and successfully involved different people, so that it was more of a dialogue than a lecture.

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| --- | --- | --- | --- | --- | --- |
| 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. |  |  |  |  | X |
| 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. | X |  |  |  |  |
| 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 |  |  |  |

Given the small number of students in class, the sample size wasn’t big. Class also ended early so nobody packed until the instructor ended the period. The instructor made the session more of a dialogue than a lecture and was constantly trying to involve students by randomly calling their names for their comments. People in the front rows were definitely more attentive than those in the back and those in the back used electronics for unrelated things more.

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

Students were rather interested during the session. I believe it’s mostly because the class was analyzing a paper which they have to write soon, so it was helpful for them to pay attention and use instructors comments while writing the assignment.

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

Most of the students paid attention and were actively participating in the activities presented by the instructor. There were about 5 people that were less active and I could see them using their phones to message people on Facebook or do homework for other classes. During the “open floor” for comments it was the same 3 people that spoke, the rest of the class didn’t. I believe that’s due to their laziness or not being comfortable with speaking with everybody in the class listening to them, because the questions asked about their opinion so there was no wrong answer.

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 to class on time – only 2 or 3 people were late. In the first 5 minutes, they were rather quiet setting up their laptops (the instructor asks for students to use them in class), as well as filling out the attendance quiz, but a few people were doing other things (mostly surfing the web and sending messages). After being asked to download a specific file from canvas and read it, everybody did it, so the next 5-10 minutes were rather quiet with students focusing on the paper. When the instructor asked everybody to get into groups of four, they did so in a very efficient manner without too much hustle. Then, the students spent the next 5 minutes discussing their thoughts on the paper. Most of them were doing that with no distractions, but I could hear 2 or 3 people saying that they are going to do homework for another class instead, because it’s due today. Afterwards, the instructor started randomly calling students’ names and asking them to share their comments about specific section of the paper. When called upon, the students shared their thoughts rather quickly, but I could hear that some of the comments weren’t thought of, and the students came up with them “on the spot”. When the instructor asked everybody else about any additional comments, usually the same 3 people responded, with the rest of the class being rather quiet, not interested in sharing their thoughts. The students that paid attention in this class will be rewarded.. A decent amount of the audience got involved in the dialogue with the instructor and their peers. They had an opportunity to share their thoughts on the paper they were reviewing and got a chance to understand teachers’ expectations better. Those will be extremely helpful were writing the assignment on their own.

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