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

Faculty/Instructor: Rania Hussein Date/Time of Observation: 10/16/19

Observer: Filip Tomczak

Course Number (Course Title): EE 371

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

Number of Students Enrolled: 55 Number of Students Attending: 48

**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.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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. |  |  |  |  |
| 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. |  |  |  |  |
| The instructor is available before class. |  |  | X |  |
| The instructor is available after class. |  |  | X |  |

The instructor didn’t mention how the class relates to “bigger picture”, just kind of got into the lecture from the start. She really tries to make it a conversation more than a dialogue, trying to involve students as much as possible. She usually stands in the same spot (she fills out the slides under the camera), but when she just talks about an idea she’ll move around a little bit. Most of the metaphors/analogies concern how the class relates to job search and interviews.

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 uses a camera that shows the printed slides on the projector as she fills them out. They are posted before the lectures so that students can fill them out along with the teacher.

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

The teacher showed an example of how to go about implementing RAM memory in SystemVerilog. The next slide asked to implement a different version of the RAM memory. While implementing that, the instructor was asking random students to help with each step, involving a lot of people in something that wasn’t too hard.

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

The teacher asked the students to implement some specific RAM on a piece of paper in SystemVerilog. After some time she collected it and used it to grade participation (attendance) in the class. I thought it was unique, as it was a rather easy exercise that reinforces the knowledge as well as checks who attends lectures.

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

The teacher arrived before lecture, but as soon as the class started she realized that she hasn’t posted the slides (guided notes) on canvas. She then left the lecture for about 7 minutes to run to her office and post them from there. After she came back she proceeded to start the lecture. At the beginning she explained the expectations about the current homework assignment and also talked a little bit about how to go about implementing the lab. Then she started the actual lecture. The teacher was going over the slides throughout the lecture, filling them out as she went through them. Depending on the content of the slide she would either stop to explain something, or ask the students how to go about specific problem. About halfway through the lecture, the teacher asked the students to take a piece of paper and implement a RAM memory that was slightly different than the one she implemented in front of the class. After about 5 minutes she collected the papers and told everybody that they will be get participation credit for this lecture if they handed in the paper. Afterwards she continued to go over the slides in the same manner as before. This being a 2 hour lecture, the students got a 10 minute break after the first 50 minutes. The lecture ended about 20 minutes early, as the students had to take the weekly quiz.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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 |

Most of the students that I could see, seemed to be focused on what the teacher was doing. They weren’t distracted, except for less than 5 people. There were about 7 people that interacted before and during the break, and none after (weekly quiz). Everybody called on would give an answer (she was calling on random people if nobody wanted to speak). Usually the same group of students answers the questions without being called on.

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

The students are very interested, closely listening to the instructor and following her filling out the guided notes. They participate in class when she asks them to and also ask questions themselves when confused.

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

This being a 2-hour class at 2.30pm, some students are definitely tired and look sleepy (the room is fairly dark which doesn’t help). Most of the students look interested in the lecture and are confident in the teacher’s knowledge.

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

Most students arrive to class early, there were only 2-3 people that were more than 2 minutes late. As the teacher left the room for the first 7 minutes to post the slides, people started socializing with each other, talking about different topics, but mostly about the class/assignments. After the teacher came back, people that use laptops or tablets, downloaded the posted slides. As the lecturer started filling out the slides the students followed. When the teacher asked how to go about problems students were actively answering and asking follow-up questions. Some students also asked questions when they were confused by how the teacher was doing some of the problems, or when they thought they had a better idea on how to do the problem. When asked for the “participation quiz” students promptly pulled out pieces of paper and started their implementation, and handed it in afterwards. During the short break after the first 50 minutes some students came up to the teacher to ask questions. They behavior remained the same throughout the second part of the session. When the teacher announced that it’s time for the weekly quiz, everybody promptly packed their belongings, leaving only a pencil or a pen.

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

**The instructor provides objectives for the class session (written, verbal, or both).**

Outstanding: Talks about what session will focus on + has a list on a slide that shows the objectives

Satisfactory: Talks about what session will focus on

Somewhat: Mentions what session will focus on

Not at all: No objectives at all

**The instructor relates the session content to learning outcomes for the course.**

Outstanding: Everything that the instructor does in class is clearly connected to the outcomes

Satisfactory: >50% of the content is related to the outcomes, but there is some “noise”

Somewhat: <50% of the content is related to the outcomes, but there is significant amount of “noise”

Not at all: Not related at all

**The instructor uses visual aids that are clear, organized, and relevant.**

Outstanding: The presentation slides are clear, filled out or guided and filled out with the teacher; no slides that are not connected.

Satisfactory: As in outstanding, but there are some slides that seem out of place

Somewhat: Barely uses the aids, mostly talks

Not at all: Instructor doesn’t use aids

**The instructor uses practical, “real-world” examples to support teaching.**

Outstanding: Examples highly relatable, provides a lot of them (for every major idea)

Satisfactory: Provides examples for majority, but not all ideas

Somewhat: Provides examples for only few major ideas

Not at all: No examples at all

**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.**

Outstanding: Talks about what the next session will focus on + has a list on a slide that shows the objectives/what to consider

Satisfactory: Talks about what the next session will focus on

Somewhat: Mentions what the next session will focus on

Not at all: No objectives at all

**Students maintain attention toward the instructor (for example – eye contact).**

Most: Everybody that I can see.

Many: Significant majority of people I can see.

Some: About a half of people I can see.

Few: Less than half the people I can see.

None: Nobody I can see.

**Students remain awake and alert during the observed session.**

Most: Everybody that I can see.

Many: Significant majority of people I can see.

Some: About a half of people I can see.

Few: Less than half the people I can see.

None: Nobody I can see.