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

Faculty/Instructor: Julia Jones Date/Time of Observation: 11/13/2019

Observer: Filip Tomczak

Course Number (Course Title): ME 123

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

Number of Students Enrolled: 111 Number of Students Attending: 94 (+15 late)

**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 |

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?

She used a powerpoint presentation, to explain certain concepts. She also displayed a handout that the students were supposed to work on in groups.

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

The most effective teaching moment has to be when the teacher asked the students to get in groups and work on the handout, trying to solve the problem. After the students were done, she asked different groups for each part of the answer, explaining it along the way.

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

The most unique teaching moment, relative to the courses I have taken, was the same exercise I mentioned in the previous section. In my classes, I’ve rarely ever been asked to work on a problem in groups during a lecture. It seemed like a worthwhile exercise.

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

The teacher arrived in class 10 minutes early and started setting up her aids. As the students were coming into the room, one of them went up to the lecturer and asked some questions, which she proceeded to answer. The professor started the lecture by asking the students if they can hear her fine, and the started talking about some announcements. She asked if students had any questions about the recent exam and homework. Next, she showed some slides that had content from the textbook on them along with page numbers. She made sure students knew what they should focus on, as not all knowledge was necessary for their learning, by showing which concepts they should memorize. After talking about them she asked if anybody had any questions about what she just described. The professor then asked the students to pull out the handout they’ve been given sometime earlier. She introduced one of the problems and asked the students to work in small groups to try to solve the problem. While students were working on it, the professor was walking around the class making sure students are working on it, and answering any questions they had. After about 7 minutes she asked if the students needed more time, so she gave them another 3 minutes. Next, she asked for results to each part of the problem, making sure different group answered each time. She explained each answer. After the problem was complete, the teacher decided to end the lecture (about 10 minutes early).

Overall, I believe the professor did a good job at introducing the concepts, and making sure the students get some practical exercise as well. The only thing she could really improve on is reducing “Any questions?” or asking more specific things.

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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 N/A (class ended early) |  |  |  |  |
| 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. |  |  |  |  |  |
| 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?

A significant majority of the class seemed interested and focused on the class material. There definitely were students that were somewhat distracted, but everybody did whatever the professor asked of them. They seemed to understand the difficulty of the material.

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

Almost all the students in the class seemed awake and focused on what the professor was talking about. I didn’t see anybody that looked as if they came to class just because they signed up for it. Pretty much everyone was doing something (even if in some cases it was irrelevant to the class) that was connected to education. I didn’t see that many people being distracted by non-educational things.

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

The students started coming in before the class started, with about 85% of the class arriving in time. One student actually went up to the teacher and asked her questions before the lecture started. About 15 people came to the class slightly late, but nobody was late more than 5 minutes. The significant majority of the students seemed to be rather focused on the topics the teacher was covering. About 25 people were doing things unrelated to class, which looked like homework for different classes. The professor gave the students a lot of opportunities to ask questions, but since she used a very vague “any questions?”, not a lot of students actually asked anything – there were about 5 total. When the teacher asked the students to pull out the handout and start working on it in small groups, they proceeded to do it rather efficiently. Some students worked individually on the handout, with only a few people doing things unrelated to the class. When everybody was finished and the teacher asked different groups for answers, some students gave answers, but they seemed rather reluctant to do it. After the teacher explained the answers and ended the class, most students started packing up and left. There were about 5 people that went up to the teacher after the lecture to ask some questions.

Overall, the students seemed interested in the class, whether it’s because they realize the difficulty of the topics or are actually interested in the material. There will always be some students that are distracted by other things, but the students in this class felt as if they actually want to learn the topics.

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