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

Faculty/Instructor: Maryam Fazel Date/Time of Observation: 11/20/19

Observer: Filip Tomczak

Course Number (Course Title): EE 235

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

Number of Students Enrolled: 91 Number of Students Attending: 63+17 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?

The instructor was using her iPad as her visual aid. She used it for writing equations/formulas and solving problems, as well as displaying slides with conceptual knowledge. I find the former to be very effective and always appreciate when teachers do that.

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

There were two things I would consider very effective: solving the problems on the iPad and explaining as the teacher went through it, and then the conceptual slides as they contained real-world examples and analogies that made it easier for the students to understand the topics.

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

Having taken the same class before, I noticed a lot of similarities in the observed session. Even though I had a different teacher most of their strategy was pretty much the same. The thing that stood out the most to me, and that I wish I had when I was taking the class, were the explanations and applications of the concepts. When I took this class the teacher skipped the most of it, and I believe that would have been very good for my understanding of the concepts.

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

The teacher arrived in class about 8 minutes early, and she immediately started setting up her aids. About 4 minutes before the start of the lecture one of the student came up to the teacher and asked a question. She started explaining it, first using words, but then she went over to the whiteboard and started writing it out. While she was doing that, another student joined the discussion. At the start of the lecture the teacher briefly explained that same problem to the rest of the class. She then used about 2 sentences to say what to expect from today’s lecture. Next, the professor proceeded to continue a problem she started during last lecture. It involved some math, so she was writing down her calculations and any relevant notes as she was going through the problem, also verbally explaining what’s happening. She then did the same for the next part of the problem. At the end she briefly summarized what happened in the problem, and went through her thought process. Somebody asked a question about the problem, so she explained that specific part with more depth, physically pointing at things on the projector, and explaining the problem-solving approach again. The rest of the lecture was far more conceptual, some slides were extremely wordy. She started explaining the concept of a communication channel, and used a nice analogy of room full of people. She gave a brief overview of such system, giving an example of an audio signal, and tied up how the calculations are relevant to that concept and the concepts of modulation and demodulation. Next, she gave an example of an AM channel to show a real-world example. During the last 10 minutes was explaining different types of modulation and demodulation, using words (written and verbal) and graphics to help with understanding. The class ended right on time, reminding the students about upcoming assignments. About 5 people came up to the teacher after the lecture, and she talked to them.

Overall, this session was a perfect example of a lecture. The teacher definitely knows a lot about a topic, but she doesn’t engage the students at all. She seems to be there to do one of 2 things: show them her thought process while problem solving or explain a new concept. Those types of lecture might feel extremely boring to the students.

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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 No questions asked |  |  |  |  |
| Students ask follow up questions. |  | X |  |  |  |
| Students participate in class when asked to do so by the instructor. | X Not asked to participate |  |  |  |  |
| Students are taking notes. |  |  | X |  |  |

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

There definitely were students interested in the class, but majority of the students looked disinterested/doing some other things. It definitely has a lot to do with the session being a lecture that barely makes student active.

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

The majority of the students looked bored/preoccupied with different things. One guy was kind of falling asleep. Again, it has to do with the lack of engaging students in the session.

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

Most of the students arrived in class on time, however there were a lot of late students (about 17). Most of the students that arrived late were only about a minute late, which makes sense as the class is rather far from the main part of the campus. There was one person that went up to the teacher to ask a question before the session started, and another person joined the teacher and the student while they were discussing the problem. Once the class started it took about 20 seconds for everybody to quiet down, which seemed like quite a long time. Some students were taking notes (mostly sitting closer to the teacher), but a lot of them were doing other stuff on their computers or even solving some problems on pieces of paper. The lecture seemed boring, due to lack of student engagement, so a lot of students looked disinterested and bored. That’s why they were doing other stuff than actively listening and taking notes. One person in the back was falling asleep and waking up for the most of the lecture. Throughout the session there were only 2 question raised by the students. As the lecture was nearing the end some students started packing up early, with over 10 people leaving the room slightly early.

Overall, students didn’t seem to interested in the material showed by the teacher. I don’t believe they don’t want to learn it, but rather were really bored with the way the professor was teaching. There were people that were focused all the time, but those definitely were the exceptions. Having taken the class and knowing it was taught in a similar manner, I can say that the students feel like they can pass the class by mostly looking at the posted notes and solving homework/practice problems.

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