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

Faculty/Instructor: Julia Jones Date/Time of Observation: 11/13/2019 12:30 – 13:20

Observer: Ziqiao Xu (Group Observation with Victor and Filip)

Course Number (Course Title): ME123

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

Number of Students Enrolled: 138 Number of Students Attending: 112

**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. |  | 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 uses PowerPoint and handouts as visual aids. She uses PowerPoint for lecturing and handouts as practices.

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

For every single concept that takes less than 5 minutes, the instructor pauses for a while and asks if the students have questions about that part.

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

The instructor uses abundant graphics on the PowerPoint that there are almost more graphs than words on every slide to help the students understand abstract knowledge.

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

The instructor of this class is well organized yet a little less interesting. She starts the session with questions regarding past and future assignments, and the time she spends in explaining the part is significantly longer than most other instructors. This opening, in my opinion, is efficient in keeping all the students on the same page. A unique style in the instructor’s teaching is that she pauses and asks the students “any questions about this part?” much more frequently than other instructors. The pause breaks the lecture into small pieces less than the 6-minute attention span and makes the students clear about the structure of the session. Practice is an important component in this class that it almost takes half of the class time. The instructor prepares handouts of practice problems for the students and chooses to spread the handouts all on her own. Although doing so takes a lot of time, I feel this is a good method to build trust among students as she shows care to every student. The class ends 10 minutes earlier than expected. I assume the instructor uses this as a reward for the students for doing the practice so that it motivates the students to work collaboratively as a class to earn the benefit. The ratings of the Likert-Scale items are guided by the rubric by the end of this form. The rubric adds more quantifiable elements in order to yield similar rating for different raters.

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

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

The students are not zealous about the class but most of them are paying attention.

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

The students are calm in the session that they show low but not negative energy.

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

The students’ behaviors in this class session are common in similar large lectures, that most of them are paying attention, some are taking notes, but they don’t interact much with the instructor. The students are less interactive than expected that although the instructor asks many questions of students, they only respond to a few of them. The students seem to be familiar with the instructor’s teaching style in the way they react to the instructor’s words. When the instructor lectures about concepts and asks questions, they are paying moderate attention, but as soon as the instructor mentions about the practice, most of them respond instantly by standing up and waiting in a line to get the handouts. The students are more focused on the practice than the lecture because they have to hand in their work for credit. Since they are handing in the classwork, many of them interact with the instructor after class, which some of them wouldn’t without this process. The ratings of the Likert-Scale items are based on the rubric shown below. Some of the ratings are modified for this observation to make the rating more distinguishable and valuable. In the modified rubric, some of the words suggesting the portion like “none” or “most” are slightly deviated from their meaning in common English.

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

Rating system:

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

I rated the instructor as follows:

Outstanding:  well-designed objectives for the specific class session, hopefully both written and verbal

Satisfactory:   clearly stated and identifiable objectives that most students can notice and understand

Somewhat:   a few ambiguous sentences about the objectives, mostly at the start of the class

Not at all:  never mention anything about objectives during the entire class session.

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

I rated the instructor as follows:

Outstanding:  explains the connection between the session content and some specific learning outcomes

Satisfactory:   mentions learning outcomes during the class session

Somewhat:   the course content reflects the learning outcomes in implicit ways

Not at all:  a typical student can not find relationship between the overall learning outcomes and the observed class session

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

I rated the instructor as follows:

Outstanding:  visual aids have delicate details that enhance the overall quality of the lecture

Satisfactory:   the visual aids are well prepared and blend in well with the lecture content

Somewhat:   have visual aids prepared with major flaws (too few, unrelated, unorganized, visually distracting, etc.)

Not at all:  all the information is conveyed by verbal

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

I rated the instructor as follows:

Outstanding:  multiple examples that support each other or one complex well-designed example that relates to real application in the related industry

Satisfactory:   at least one complete “real-world” example with clear application of the course content

Somewhat:   a few sentences about the possible application of the theories are presented

Not at all:  all the content is theoretical

“The instructor refers to the relevant portions of the textbook, reading, or other supplement.”

I rated the instructor as follows:

Outstanding:  all the related supplements are clearly stated; the course content and supplement reading are closely related and comprehending one will benefit the understanding of the other

Satisfactory:   the course content and the provided supplements fall into an acceptable area of knowledge

Somewhat:   the corresponding reading material is mentioned but unrelated

Not at all:  no relationship between course content and textbook is mentioned

“The instructor uses humor effectively to promote student engagement and rapport.”

I rated the instructor as follows:

Outstanding:  more than 4 jokes or the humor used is well-organized and helps students remember course content

Satisfactory:   3 ~ 4 jokes that catch students’ attention or 1 ~ 2 high quality ones

Somewhat: 1 ~ 2 jokes that not necessarily have good effects

Not at all:  never use any humor during the entire class session

“The instructor answers questions well and demonstrates knowledge of the subject. “

I rated the instructor as follows:

Outstanding:  answers question with knowledge relate to the big picture or use humor, analogies, or examples to help student understand

Satisfactory:   completely and clearly answer most of the questions

Somewhat:   answer question briefly but don’t provide the best answer

Not at all: refuse to answer questions or don’t know anything about basic questions

“The instructor shows clear interest or enthusiasm in teaching. “

I rated the instructor as follows:

Outstanding:  be energetic and helpful during the entire class session, express strong passion that involve the majority of the students in learning

Satisfactory:  lecture with positive energy, catch students’ attention when they feel bored, and be willing to help students

Somewhat: complete the task of teaching without expressing positive or negative emotions

Not at all:  show obvious boredom or other negative emotions in teaching

“The instructor uses student names. “

I rated the instructor as follows:

Outstanding:  have knowledge of more than 5 student names and engage the entire class by using student names

Satisfactory:   correctly use at least 2 student names when asking questions

Somewhat:   attempt to use 1-2 student name, including ask for student names, or use wrong names

Not at all:  never mention any student name

“The instructor asks specific questions. ”

I rated the instructor as follows:

Outstanding:  ask over 5 questions periodically to lead students keep thinking during class session

Satisfactory:   ask 2-5 question that result in clear responses from students

Somewhat:   ask 1-2 ambiguous questions that are difficult for students to respond

Not at all:  never ask any questions to students

“The instructor pauses after asking a question. “

I rated the instructor as follows:

Outstanding:  pauses at the perfect timing for over 30 seconds that is not too long or too short

Satisfactory:  pauses long enough for less than 30 seconds for students to think and respond

Somewhat: briefly pauses for less than 10 seconds but not monitoring the students’ pace

Not at all:  never pauses after asking a question or never ask questions

“The instructor asks questions of students that result in responses from students. “

I rated the instructor as follows:

Outstanding:  ask multiple meaningful questions of students that most of the students respond

Satisfactory:   ask at least one question of students that many students respond

Somewhat:   attempt to ask questions of students but don’t receive response

Not at all:  never ask questions of students

“The instructor changes gears periodically from one style of teaching to another.”

I rated the instructor as follows:

Outstanding:  changes gears frequently to accommodate the 6-minute attention span

Satisfactory:   changes gears more than three times during the class session

Somewhat:   changes gears for one or two times during the class session

Not at all:  use only one style from beginning to the end

“The instructor engages students periodically through think/pair share, problem solving, or other active learning exercises. “

I rated the instructor as follows:

Outstanding:  have more than one type of active learning exercises, or active learning exercises that involve most of the students in and help long-term memory storage

Satisfactory:   do at least one active learning exercise that many students participate

Somewhat:   attempt to do active learning exercises but receive few responses

Not at all:  never initiate any active learning exercises

“The instructor uses guided notes.”

I rated the instructor as follows:

Outstanding:  clear organized guided notes that most students know how to fill

Satisfactory:   visual aids in class show the format of visual aids

Somewhat:   has information to be note down other than provided notes

Not at all:  never use any guided notes

“The instructor involves students periodically in what is to be covered during the session. “

I rated the instructor as follows:

Outstanding:  mention more than 5 times about what is to be covered during the session

Satisfactory:  mention 2-5 times about what is to be covered during the session

Somewhat: mention 1-2 times about what is to be covered during the session

Not at all:  never hints what is to be covered during the session

“The instructor uses more than one way to explain problems or concepts. “

I rated the instructor as follows:

Outstanding:  use more than two ways and changes periodically to explain problems or concepts

Satisfactory:   fluently switches between 2 ways to explain problems or concepts

Somewhat:   change to another way momentarily while sticking to one way

Not at all:  always use the same way to explain problems or concepts

“The opening of the class session gets students’ attention.”

I rated the instructor as follows:

Outstanding:  informative and engaging opening for more than 1 minute

Satisfactory:   complete opening for more than 30 seconds

Somewhat:   brief opening for less than 30 seconds

Not at all:  no formatted opening and jumps to content

“The instructor provides a summary of what has been covered and accomplished at the end of the observed session.”

I rated the instructor as follows:

Outstanding:  informative and organized summary for more than 1 minute

Satisfactory:   complete summary for more than 30 seconds

Somewhat:   brief summary for less than 30 seconds

Not at all:  no formatted summary and class terminates suddenly

“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.”

I rated the instructor as follows:

Outstanding:  provides the keywords of the content of the next class as well as related material to study before it for more than 1 minute

Satisfactory:   mentions the content of next session and its relationship to this session for more than 30 seconds

Somewhat:   mention next session without details for less than 30 seconds

Not at all:  never mention anything about next class session

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

I rated the students as follows:

None: less than 10 percent of the students has any behaviors of paying attention to the instructor , including making eye contact, heading up and facing forward, responding to humor, etc.

Few: less than 30 percent of the students have behaviors of paying attention

Some: from 30 percent to 50 percent of the students show such behaviors

Many: from 50 percent to 75 percent of the students show such behaviors

Most: more than 75 percent of the students show such behaviors

“Students remain awake and alert during the observed session.”

I rated the students as follows:

None: more than 50 percent of student in the classroom fall in sleep for at least a moment and don’t respond to major events in the lecture

Few: more than 40 percent of the students fall in sleep

Some: more than 20 percent of the students fall in sleep

Many: more than 10 percent of the students fall in sleep

Most: less than 10 percent of the students fall in sleep

“Students are using their cell phones or other electronic devices in activities unrelated to class. “

I rated the students as follows:

None: no student in the classroom look at the cell phone screen or do any operations when not asked to do or the course content don’t need information on cell phone to understand

Few: less than 5 percent of the students use cell phone for unrelated activities at least once

Some: from 5 percent to 10 percent of the students use cell phone for unrelated activities

Many: from 10 percent to 20 percent of the students use cell phone for unrelated activities

Most: more than 20 percent of the students use cell phone for unrelated activities

“Students are over one minute late to class. ”

I rated the students as follows:

None: no student enters the classroom after one minute into the class

Few: less than 5 percent of the students are more than one minute late

Some: from 5 percent to 10 percent of the students are more than one minute late

Many: from 10 percent to 20 percent of the students are more than one minute late

Most: more than 20 percent of the students are more than one minute late

“Students pack up early at the end of class. ”

I rated the students as follows:

None: no student pack up their belongings before the class ends

Few: less than 5 percent of the students pack up early

Some: from 5 percent to 10 percent of the students pack up early

Many: from 10 percent to 20 percent of the students pack up early

Most: more than 20 percent of the students pack up early

“Students are reading the newspaper or doing other non-electronic activities unrelated to class. “

I rated the students as follows:

None: no student in the classroom read newspaper or do other non-electronic activities unrelated to class other than sleeping

Few: less than 2 percent of the students do unrelated non-electronic activities

Some: from 2 percent to 5 percent of the students do unrelated non-electronic activities

Many: from 5 percent to 10 percent of the students do unrelated non-electronic activities

Most: more than 10 percent of the students do unrelated non-electronic activities

“Students interact with the instructor before class. ”

I rated the students as follows:

None: no student enter the classroom after one minute into the class

Few: less than 2 percent of the students are more than one minute late

Some: from 2 percent to 5 percent of the students are more than one minute late

Many: from 5 percent to 10 percent of the students are more than one minute late

Most: more than 10 percent of the students are more than one minute late

“Students interact with the instructor after class. ”

I rated the students as follows:

None: no student pack up their belongings before the class ends

Few: less than 2 percent of the students pack up early

Some: from 2 percent to 5 percent of the students pack up early

Many: from 5 percent to 10 percent of the students pack up early

Most: more than 10 percent of the students pack up early

“Students initiate questions. “

I rated the students as follows:

None: no student in the classroom read newspaper or do other non-electronic activities unrelated to class other than sleeping

Few: less than 2 percent of the students do unrelated non-electronic activities

Some: from 2 percent to 5 percent of the students do unrelated non-electronic activities

Many: from 5 percent to 10 percent of the students do unrelated non-electronic activities

Most: more than 10 percent of the students do unrelated non-electronic activities