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

Faculty/Instructor: Payman Arabshahi Date/Time of Observation: 10/11/2019 11:30-12:50

Observer: Ziqiao Xu

Course Number (Course Title): EE 496

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

Number of Students Enrolled: 73 Number of Students Attending: 67

**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 professor uses PowerPoint as visual aids. He sets up the PowerPoint on the projector before class and bases most of the lecture on the content displayed in the PowerPoint.

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

For a complex concept, the professor pauses on a slide and engages the students with questions. After initiating the question, he walks around the classroom to hear responses, and tells some real-life stories about the topic to finish the concept.

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

The professor uses a concise and well-organized introduction that starts the session smoothly. The introduction covers the learning outcomes and a review for the last lecture in a few minutes.

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

In this class session, the instructor goes back to the lecture mode and significantly decreases the number of questions and activities in the class session, comparing to the class session last Friday. In order to let the students stay engaged with the course content, the professor walks around the classroom more frequently to convey his ideas in a steadily flowing motion. One thing that the instructor does extraordinarily is that he relates a lot of the knowledge covered in this lecture to the project that the students will participate in the following quarter. By doing that, the instructor demonstrates the importance and relevance of the seemingly abstruse and remote knowledge taught in this class session. For all the class sessions of the instructor, he always make sure every sentence he spoke can be easily heard and consistently shows enthusiasms in teaching as well as care for the students. For the Likert-Scale items in the above chart, I base my choices on the rating system showing by the end of this observation form. The rating system is created to show clear distinctions between different scales and make the rating easier to perform. The rating for this session is according to my prior experience by comparing the instructor in this class session with his prior classes as well as other instructors for similar courses.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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?

Most students are curious to know the concepts that covered in the session, but they clearly know that although the knowledge will benefit them eventually, they do not necessarily need it in the short term.

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

The students are bored and tired during the observed session. It is hard for students to stay excited in an 80-minute lecture-heavy class session on Friday.

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

The attendance in this class is obviously less comparing to the previous two class sessions of the course. The students are not threatened to attend the class session because the lecture will not affect their overall academic records in the university. Less attendance actually leads to less people focusing on their phones or sleeping because if students are expecting to not paying attention in this class, they have the opportunity to skip it. Most distractors that I observe in this class session are working on other courses on laptops. The students in this class are less curious about the knowledge in this class session because the instructor clearly states that it is a continuation of the last lecture. One unique moment is that one student uses some engineer-based humor when answer the instructor’s questions to excite the classroom after the instructor lectures for a long time. For the Likert-Scale items, I used my rating system that shows in the end of this observation form to rate. Each scale is quantified as much as I can to make the rating more objective and repeatable. I use my previous experiences of observing students in different classes to set up the quantities in the rating system.

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

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

I rated the students as follows:

None: no one 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 10 percent of the students have behaviors of paying attention

Some: from 10 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: every student in the classroom fall in sleep for at least a moment

Few: less than 10 percent of the students don’t fall in sleep at all and respond to major events in the lecture

Some: from 10 percent to 50 percent of the students don’t fall in sleep from beginning to the end

Many: from 50 percent to 75 percent of the students never fall in sleep

Most: more than 75 percent of the students never 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 10 percent of the students use cell phone for unrelated activities at least once

Some: from 10 percent to 50 percent of the students use cell phone for unrelated activities

Many: from 50 percent to 75 percent of the students use cell phone for unrelated activitie

Most: more than 75 percent of the students use cell phone for unrelated activities