

Instructor Observed: Prof. Biaglow	Observing Faculty: Dr. Nagelli
Time: D1 Hour (1055-1150)	Course/Subject: CH402 Process Design
Date: 22FEB24 (LSN16 – Plant Cost Scaling)	Number of Cadets: 9 Cadets
Students Were: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Working independently at their desks <input type="checkbox"/> Working in small, cooperative groups <input type="checkbox"/> Making a presentation <input type="checkbox"/> Listening to a lecture <input type="checkbox"/> Viewing a film <input checked="" type="checkbox"/> Taking a test (Took a 10 minute Quiz on Plant Cost) <input type="checkbox"/> Other: 	
Instructor was: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Lecturing <input checked="" type="checkbox"/> Facilitating a question-and-answer sequence <input checked="" type="checkbox"/> Demonstrating a concept <input checked="" type="checkbox"/> Introducing a new concept <input type="checkbox"/> Reviewing for a test <input type="checkbox"/> Other: 	
Assessment: <p>Technical Mastery (0-3): Prof. Biaglow's mastery of the material is the standard for the chemical engineering program. (3)</p> <p>Presentation Style (0-3): The slides and the detail discussion with Q&A for cadets was excellent. (3)</p> <p>Classroom Decorum and Control (0-3): The classroom was ready for cadets and good use for cadets to learn with the use of the doc camera and the slides. (3)</p>	
Comments: <p>The discussion of key terms and connecting it to the FE reference manual as a resource was really effective. The MMA worksheet to work through the problem with cadets in real time was a good approach to ensure the cadets see the unit conversion through dimensional analysis.</p>	
Received by: BIAGLOW.ANDREW.I.1230117248 	Date: 22FEB24 <small>Digitally signed by BIAGLOW.ANDREW.I.1230117248 48 Date: 2024.03.19 15:58:51 -04'00'</small>

Addition Questions and Prompts for Discussion:

- X Did the instructor state the learning objectives?
- X Did the instructor provide context (show a link between the students' past experiences and the current objectives)?
- X What activities were used to present information or teach skills? Examples include lecturing, modeling, demos, etc. (**Demo of the problem solving using MMA was great!**)
- X What learning modes were used by the cadets during this lesson? Examples include reading, listening, asking questions, solving problems, etc. **Good balance between asking questions to cadets and pulling the answers from the cadets and working through the problem.**
- X Did the activities cover a range of learning modes? **Use of software to problem solve in real time step by step and with use of references was well executed!**
 - Did the instructor assess learning during the lesson, either formally or informally?
 - If so, did the instructor adjust teaching style as a result?
- X Did the instructor use any guided practice activities to practice the new skills or apply the new concepts? **Leading questions and pulling from cadets in regards to fundamental equations from FE.**
- X Were there any assignments for this lesson that allow the cadets to practice the skills or apply the new concepts from the lesson on their own? **In class problem was good reinforcement of content!**
 - Were the cadets paying attention? If not, what methods were employed to ensure cadets pay attention and apply effort? **Yes and very interactive classroom overall.**
 - Were the cadets well-behaved? If not, how did the instructor respond? **Yes, the class was very professional and ready to learn!**

Note: The questions in this section are meant to be discussion prompts and not requirements or to form the basis of a cut scale.

Instructor Observed: MAJ Patrick D. Bowers	Observing Faculty: Dr. Simuck F. Yuk
Time: 09:50 – 11:05	Course/Subject: CH101
Date: 09/11/23	Number of Cadets: 20
Students Were:	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Working independently at their desks <input checked="" type="checkbox"/> Working in small, cooperative groups <input type="checkbox"/> Making a presentation <input checked="" type="checkbox"/> Listening to a lecture <input type="checkbox"/> Viewing a film <input checked="" type="checkbox"/> Taking a test (in this case, instructor quiz) <input type="checkbox"/> Other: 	
Instructor was:	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Lecturing <input checked="" type="checkbox"/> Facilitating a question-and-answer sequence <input checked="" type="checkbox"/> Demonstrating a concept <input checked="" type="checkbox"/> Introducing a new concept <input checked="" type="checkbox"/> Reviewing for a test (in this case, instructor quiz) <input type="checkbox"/> Other: 	
Assessment:	
Technical Mastery (0-3): 3 Presentation Style (0-3): 3 Classroom Decorum and Control (0-3): 3	
Comments: All the cadet were presented in the class on time and were ready for the class. At 09:50, the call to attention was announced and the section marcher reported the attendance to the instructor. At 09:51, the instructor quiz was given to assess the CH101 cadets' understandings on the previously covered lesson objectives and concepts, especially on the Coulomb's law, net effective charge, and electron configuration. Cease work was given at 09:58 and the cadets were given a chance to review and grade each peer's solution. Instructor went over the approved solution for the problems given in the instructor quiz. From 10:10, the lesson objectives and class materials were covered (on the atomic forces). The trend in periodic table was the focus of this lesson (in terms of atomic radii, first ionization energy, and net effective charge). The legacy behind how the period table was constructed was given at the beginning of lecture, so the cadets can get interest in historical chemistry concepts. At 10:30, the cadets were given a chance to discuss the trend in periodic table as a group and answer the instructor's question as a group. The rest of after-class time was allocated to answer any question for cadets on the CH101 materials. The cadets were engaging the whole time, along with listening and asking various questions on the CH101 contents. Important concepts in the lesson were prepared in the instructor's auxiliary boards to efficiently manage time. Overall, instructor did a great job facilitating the in-class discussion on the learning objectives and assess the cadets' understanding on the lesson materials.	
Received by: <i>Patrick Bowers</i>	Date: 09/11/23

Addition Questions and Prompts for Discussion:

- Did the instructor state the learning objectives?
- Did the instructor provide context (show a link between the students' past experiences and the current objectives)?
- What activities were used to present information or teach skills? Examples include lecturing, modeling, demos, etc.
- What learning modes were used by the cadets during this lesson? Examples include reading, listening, asking questions, solving problems, etc.
- Did the activities cover a range of learning modes?
- Did the instructor assess learning during the lesson, either formally or informally?
- If so, did the instructor adjust teaching style as a result?
- Did the instructor use any guided practice activities to practice the new skills or apply the new concepts?
- Were there any assignments for this lesson that allow the cadets to practice the skills or apply the new concepts from the lesson on their own?
- Were the cadets paying attention? If not, what methods were employed to ensure cadets pay attention and apply effort?
- Were the cadets well-behaved? If not, how did the instructor respond?

Note: The questions in this section are meant to be discussion prompts and not requirements or to form the basis of a cut scale.

Instructor Observed:	Observing Faculty:
COL JAMES	LTC COWART
Time:	Course/Subject:
0905	CH 367 → Controls

Date: 15 FEB 2024

Number of Cadets:

16

Students Were:

- Working independently at their desks
- Working in small, cooperative groups
- Making a presentation
- Listening to a lecture
- Viewing a film
- Taking a test
- Other:

Instructor was:

- Lecturing
- Facilitating a question-and-answer sequence
- Demonstrating a concept → Real / imaginary roots. Nonlinear dynamics
- Introducing a new concept → Complexated Transfer Functions.
- Reviewing for a test Time delays . Inverse responses .
- Other:

Assessment:

Technical Mastery (0-3): 3 → able to discuss concepts in multiple ways.

Presentation Style (0-3): 3 → stopping to think about what ten minutes

Classroom Decorum and Control (0-3): 3 seems and why it is important.

Comments:

- Class started on time.
- Cadets fully engaged w/ lecture and course material.
- Good questions from cadets : asking for poles
- dominant time constant.
- Excellent demo on two second-order transfer functions.

Received by:

Date:

15 FEB 2024

Addition Questions and Prompts for Discussion:

- € Did the instructor state the learning objectives? ✓
- € Did the instructor provide context (show a link between the students' past experiences and the current objectives)? Built on previous material
- € What activities were used to present information or teach skills? Examples include lecturing, modeling, demos, etc.
- € What learning modes were used by the cadets during this lesson? Examples include reading, listening, asking questions, solving problems, etc.
- € Did the activities cover a range of learning modes? → LECTURE MMA.
→ MODELING PROBLEM SOLVING
- € Did the instructor assess learning during the lesson, either formally or informally?
- € If so, did the instructor adjust teaching style as a result?
- € Did the instructor use any guided practice activities to practice the new skills or apply the new concepts? ✓ Example problem 6.14
- € Were there any assignments for this lesson that allow the cadets to practice the skills or apply the new concepts from the lesson on their own? Problem set
- € Were the cadets paying attention? If not, what methods were employed to ensure cadets pay attention and apply effort? YES. CADETS STANDING UP IN PAUSE & ASLEEP.
- € Were the cadets well-behaved? If not, how did the instructor respond? YES. Excellent effort from cadets.

Note: The questions in this section are meant to be discussion prompts and not requirements or to form the basis of a cut scale.

- Several cadets taking pictures of slides during class?
- Great example work on first ad copying Taylor Series and Skogstad's Half Rule.

Instructor Observed: CPT Sam Lowell	Observing Faculty: Dr. Simuck F. Yuk
Time: 14:10 to 15:10	Course/Subject: CH101/General Chemistry I
Date: 02/12/24	Number of Cadets: 19
Students Were:	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Working independently at their desks <input type="checkbox"/> Working in small, cooperative groups <input type="checkbox"/> Making a presentation <input checked="" type="checkbox"/> Listening to a lecture <input type="checkbox"/> Viewing a film <input type="checkbox"/> Taking a test <input checked="" type="checkbox"/> Other: Carried out the board problems on the board as an individual/group. 	
Instructor was:	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Lecturing <input checked="" type="checkbox"/> Facilitating a question-and-answer sequence <input checked="" type="checkbox"/> Demonstrating a concept <input checked="" type="checkbox"/> Introducing a new concept <input type="checkbox"/> Reviewing for a test <input type="checkbox"/> Other: 	
Assessment:	
Technical Mastery (0-3): 3 Presentation Style (0-3): 3 Classroom Decorum and Control (0-3): 3	
Comments:	
<p>Section marcher called a class to attention at 14:10. The instructor reemphasized the importance of leadership in the Army to the cadets from the Leadership brief today. A quick review was given on the learning objectives from the previous lesson at 14:17. The 'checklist' of Lewis structure was introduced to cadets, so they have a formal procedure when facing with the chemical formula at 14:30. Multiple versions of Lewis Structures were given (i.e., ion) to show cadets that there are additional aspects of chemistry they need to consider when drawing a structure. The instructor gave the military examples, so cadets can see how some of chemistry concepts can be related to their Army career. The board problems were given in relation to the development of Lewis structure for various chemical compounds. Overall, the instructor demonstrated a great lesson for cadets to understand the learning objective (development of Lewis structure) of CH101.</p>	
Received by: 02/12/24	Date: LOWELL.SAMUEL.LO UGHLIN.1395979473
<small>Digitally signed by LOWELL.SAMUEL.LOUGHLIN.1395979473 Date: 2024.02.12 15:29:11 -05'00'</small>	

Addition Questions and Prompts for Discussion:

- Did the instructor state the learning objectives?
- Did the instructor provide context (show a link between the students' past experiences and the current objectives)?
- What activities were used to present information or teach skills? Examples include lecturing, modeling, demos, etc.
- What learning modes were used by the cadets during this lesson? Examples include reading, listening, asking questions, solving problems, etc.
- Did the activities cover a range of learning modes?
- Did the instructor assess learning during the lesson, either formally or informally?
- If so, did the instructor adjust teaching style as a result?
- Did the instructor use any guided practice activities to practice the new skills or apply the new concepts?
- Were there any assignments for this lesson that allow the cadets to practice the skills or apply the new concepts from the lesson on their own?
- Were the cadets paying attention? If not, what methods were employed to ensure cadets pay attention and apply effort?
- Were the cadets well-behaved? If not, how did the instructor respond?

Note: The questions in this section are meant to be discussion prompts and not requirements or to form the basis of a cut scale.

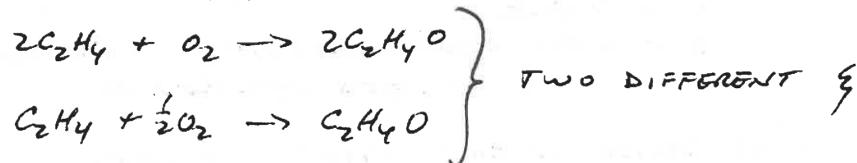
Instructor Observed: MAJ MANDES	Observing Faculty: LTC COWART
Time: 0740	Course/Subject: CH362 - M/E BALANCES
Date: 14 FEB 24	Number of Cadets: 14
Students Were:	
<input checked="" type="checkbox"/> Working independently at their desks <input type="checkbox"/> Working in small, cooperative groups <input type="checkbox"/> Making a presentation <input checked="" type="checkbox"/> Listening to a lecture <input type="checkbox"/> Viewing a film <input type="checkbox"/> Taking a test <input type="checkbox"/> Other:	→ WORKING ALONE w/ INSTRUCTOR - WORKING EO EXAMPLE PROBLEM
Instructor was:	
<input checked="" type="checkbox"/> Lecturing <input checked="" type="checkbox"/> Facilitating a question-and-answer sequence → REVIEWING GEN CHEM CONCEPTS <input type="checkbox"/> Demonstrating a concept <input checked="" type="checkbox"/> Introducing a new concept - REACTIVE MAT'L BALANCES, STOICHIOMETRY <input type="checkbox"/> Reviewing for a test CONVERSION, EXTENT OF RXN, SELECTIVITY <input checked="" type="checkbox"/> Other: REVIEWING WPR CONCEPTS.	EQUILIBRIUM
Assessment:	
Technical Mastery (0-3): 3 → EXCELLENT	
Presentation Style (0-3): 3 → WELL HEARD / UNDERSTOOD. CLEAR BOARDWORK	
Classroom Decorum and Control (0-3): 3 → CADETS WELL ENTHUSED.	
Comments:	
<ul style="list-style-type: none"> - CLASSES STARTED ON TIME (0740) - 14 CADETS - COVERED WPR RESULTS - BROUGHT IT BACK TO FUNDAMENTALS <ul style="list-style-type: none"> - DOF ANALYSIS, DIM. ANALYSIS, UNIT CONVERSIONS. - STARTED 2ND BLOCK: REACTIVE MATERIAL BALANCES. - GOOD ETHYLENE OXIDATION EXAMPLE: HIGHLIGHTS ALL CONCEPTS - LOTS OF DIFFERENT WAYS TO SOLVE THESE TYPES OF PROBLEMS <ul style="list-style-type: none"> - EXPLORE THIS - ONE CADET APPROACHED IT DIFFERENTLY. 	
Received by: <i>Maj Mnd</i>	Date: 14 FEB 24

Addition Questions and Prompts for Discussion:

- Did the instructor state the learning objectives? → SLIDE 1
- Did the instructor provide context (show a link between the students' past experiences and the current objectives)? → MOVING FROM NON-REACTIVE TO REACTIVE M. B.
- What activities were used to present information or teach skills? Examples include lecturing, modeling, demos, etc.
- What learning modes were used by the cadets during this lesson? Examples include reading, listening, asking questions, solving problems, etc.
- Did the activities cover a range of learning modes? → LISTENING; Q/A; EX. PROBLEM
- Did the instructor assess learning during the lesson, either formally or informally? YES → ASKED QUESTIONS
- If so, did the instructor adjust teaching style as a result? → SLOWED DOWN TO RE-COVER CONCEPTS
- Did the instructor use any guided practice activities to practice the new skills or apply the new concepts? ETAPING & ILLUSTRATION EXAMPLE
- Were there any assignments for this lesson that allow the cadets to practice the skills or apply the new concepts from the lesson on their own?
- Were the cadets paying attention? If not, what methods were employed to ensure cadets pay attention and apply effort? YES → TAKING NOTES; ANSWERING QUESTIONS
- Were the cadets well-behaved? If not, how did the instructor respond? YES.

Note: The questions in this section are meant to be discussion prompts and not requirements or to form the basis of a cut scale.

- NOTE ABOUT EXTENT OF Rxn:



RECOMMENDATION:



- Go to it on 2nd Example.

Instructor Observed:	Dr. Nagelli	Observing Faculty:	Dr. Biaglow
Time:	1410-1545	Course/Subject:	CH400
Date:	22 April 2024	Number of Cadets:	18
Students Were:			
<input checked="" type="checkbox"/> Working independently at their desks <input type="checkbox"/> Working in small, cooperative groups <input type="checkbox"/> Making a presentation <input type="checkbox"/> Listening to a lecture <input type="checkbox"/> Viewing a film <input type="checkbox"/> Taking a test <input checked="" type="checkbox"/> Other: Cadets were working on distillation cold startup exercises			
Instructor was:			
<input type="checkbox"/> Lecturing <input checked="" type="checkbox"/> Facilitating a question-and-answer sequence <input type="checkbox"/> Demonstrating a concept <input type="checkbox"/> Introducing a new concept <input type="checkbox"/> Reviewing for a test <input checked="" type="checkbox"/> Other: Circulating in the class and answering questions			
Comments:			
<p>Dr. Nagelli was assisted by Mr. Mathew. This was an excellent lesson and was well-prepared. Dr. Nagelli passed out the procedure and for the most part, cadets were able to follow the procedure independently. Some cadets ran into issues but Dr. Nagelli was able to answer questions on the fly and help the cadets get their simulations back on track. Both Dr. Nagelli and Mr. Mathew were well-prepared for the lesson and showed a high level of technical proficiency and flexibility in answering questions in real time.</p> <p>Cadets are given instruction on how to self-score based on a computer algorithm. Cadets are given an opportunity to run the exercise multiple times to improve their scores.</p> <p>I have the following suggestions: (1) Increase the point value for this exercise 100 to 200 points out of 900 to make it a major graded event. (2) I also suggest some "warm-up" exercises. For example, cadets should be asked to predict what would happen to the "Design IC" if the feed flow rate is increased from say 148 GPM to say 175 GPM. After making the prediction, cadets should run the experiment and find out what happens. Other "What-ifs" follow. Do enough of these so that cadets see what happens in the process as a result of each change. (3) Finally, I suggest a worksheet that the cadets fill out to record steady-state controller outputs for the key controllers BEFORE loading the cold IC.</p>			
Received by:	NAGELLI.ENOC H.A.1523357600	Date:	22 April 2024

Addition Questions and Prompts for Discussion:

- Did the instructor state the learning objectives?
- Did the instructor provide context (show a link between the students' past experiences and the current objectives)?
- What activities were used to present information or teach skills? Examples include lecturing, modeling, demos, etc.
- What learning modes were used by the cadets during this lesson? Examples include reading, listening, asking questions, solving problems, etc.
- Did the activities cover a range of learning modes?
- Did the instructor assess learning during the lesson, either formally or informally? If so, did the instructor adjust teaching style as a result?
- Did the instructor use any guided practice activities to practice the new skills or apply the new concepts?
- Were there any assignments for this lesson that allow the cadets to practice the skills or apply the new concepts from the lesson on their own?
- Were the cadets paying attention? If not, what methods were employed to ensure cadets pay attention and apply effort?
- Were the cadets well-behaved? If not, how did the instructor respond?

Note: The questions in this section are meant to be discussion prompts and not requirements or to form the basis of a cut scale.

Additional Comments:

The instructor should state the objectives. What is it we are trying to do? Make sure this is clearly stated up front. Also, show linkages to other courses. For example, cadets are designing a distillation process in CH402 and the SSI software can be used as a guide for creating a P&ID and for development of a HAZOP analysis.

I like that the cadets have until May 5 to continue to practice.

Cadets were definitely paying close attention and seemed very much engaged by the exercise. All-in-all, a very nice lesson and nicely delivered.

Instructor Observed: CPT TOBERGTE	Observing Faculty: LTC COWART
Time: 1245	Course/Subject: CH101
Date: 21 FEB 24	Number of Cadets: 18
Students Were: <input checked="" type="checkbox"/> Working independently at their desks <input type="checkbox"/> Working in small, cooperative groups <input type="checkbox"/> Making a presentation <input checked="" type="checkbox"/> Listening to a lecture <input type="checkbox"/> Viewing a film <input checked="" type="checkbox"/> Taking a test → multiple quiz (10 points) <input type="checkbox"/> Other: - quiz material on HW/prior lesson concepts	
Instructor was: <input checked="" type="checkbox"/> Lecturing <input type="checkbox"/> Facilitating a question-and-answer sequence <input checked="" type="checkbox"/> Demonstrating a concept Drawing of hybrid orbital diagrams. <input checked="" type="checkbox"/> Introducing a new concept - MFS <input checked="" type="checkbox"/> Reviewing for a test → studying strategies <input type="checkbox"/> Other:	
Assessment: Technical Mastery (0-3): 3 → good work though 5/10 bonds drawn; explanation. Presentation Style (0-3): 3 → keeping the cadets engaged. Classroom Decorum and Control (0-3): 3 → great cadets.	
Comments: - Started class on time, all 18 cadets present. - Mentioned WPR notes, classroom assignment, calendar, lab. - good admin courage. - Maintained good discussion w/ cadets check/word! - had review of HW questions → report topics; quiz questions 1315 → new material	
Received by: <i>AS Robotic</i>	Date: 16 APR 2024

Addition Questions and Prompts for Discussion:

- Did the instructor state the learning objectives? - *1M7s.*
- Did the instructor provide context (show a link between the students' past experiences and the current objectives)?
- What activities were used to present information or teach skills? Examples include lecturing, *modeling, demos, etc.* → *state and talk model of molecules.*
- What learning modes were used by the cadets during this lesson? Examples include reading, listening, asking questions, solving problems, etc. *visualization techniques for studying (WPR)*
- Did the activities cover a range of learning modes?
- Did the instructor assess learning during the lesson, either formally or informally? *Quiz*
- If so, did the instructor adjust teaching style as a result?
- Did the instructor use any guided practice activities to practice the new skills or apply the new concepts?
- Were there any assignments for this lesson that allow the cadets to practice the skills or apply the new concepts from the lesson on their own?
- Were the cadets paying attention? If not, what methods were employed to ensure cadets pay attention and apply effort? → *Aking questions, getting feedback on understanding.*
- Were the cadets well-behaved? If not, how did the instructor respond?

Note: The questions in this section are meant to be discussion prompts and not requirements or to form the basis of a cut scale.

- The instructor gave quizzes cadets engaged as you review the previous lessons concepts. Keep that going!
- grading own quiz → instant feedback. competition angle!
- Hexane / H₂O dms or always great.
 - Think about being ten tell you which is which
 - surface tension dms
 - MW → H₂O less than hexane, hexane higher *over pressure*

Instructor Observed:	Dr. Yuk	Observing Faculty:	Dr. Biaglow
Time:	10:35 AM	Course/Subject:	CH450
Date:	7 March 2024	Number of Cadets:	18

Students Were:

- Working independently at their desks
- Working in small, cooperative groups
- Making a presentation
- Listening to a lecture
- Viewing a film
- Taking a test
- Other: [REDACTED]

Instructor was:

- Lecturing
- Facilitating a question-and-answer sequence
- Demonstrating a concept
- Introducing a new concept
- Reviewing for a test
- Other: [REDACTED]

Comments:

The lesson was a discussion of reaction mechanisms and how to model them in Mathematica. This lesson was well-delivered by Dr. Yuk and well-received by the cadets. Cadets were paying close attention and were actively taking notes.

While I was a little slow getting this form to Dr. Yuk, we discussed these comments in detail immediately following the lesson on 7 March. Suggestions for improvement: My primary comment concerns the flow of the lesson. The lecture contained a lengthy development of the theory and ideas which presented as a long buildup to the solution. But right after the equations were derived, Dr. Yuk switched over to discussion of course objectives and QSS hypothesis. I recommend Dr. Yuk think about the lesson flow and show the Mathematica solution to the Michaelis-Menten equations earlier. At this point, he had the student's attention and could have delivered the "punch" at a more effective point of time. As it was, he left very little time in the last few minutes of class to show the solution and probe it. Leave some time to ask questions and probe the solution. Maybe show how to change the solution into a Lineweaver-Burk plot. You can also show how the QSS hypothesis arises from the numerical solution by examining the concentration of the intermediate. As a second suggestion for improvement, consider use of "ParametricNDSolve" in Mathematica. This allows development of functions from the numeric solutions.

Comments continue on the next page.

Received by: YUK.SIMUCK .1591450413	Digitally signed by YUK.SIMUCK.1591450413 Date: 2024.03.19 09:05:46 -04'00'	Date:	19 March 2024
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Addition Questions and Prompts for Discussion:

- Did the instructor state the learning objectives?
- Did the instructor provide context (show a link between the students' past experiences and the current objectives)?
- What activities were used to present information or teach skills? Examples include lecturing, modeling, demos, etc.
- What learning modes were used by the cadets during this lesson? Examples include reading, listening, asking questions, solving problems, etc.
- Did the activities cover a range of learning modes?
- Did the instructor assess learning during the lesson, either formally or informally? If so, did the instructor adjust teaching style as a result?
- Did the instructor use any guided practice activities to practice the new skills or apply the new concepts?
- Were there any assignments for this lesson that allow the cadets to practice the skills or apply the new concepts from the lesson on their own?
- Were the cadets paying attention? If not, what methods were employed to ensure cadets pay attention and apply effort?
- Were the cadets well-behaved? If not, how did the instructor respond?

Note: The questions in this section are meant to be discussion prompts and not requirements or to form the basis of a cut scale.

Additional Comments:

I feel that the life-science cadets can be engaged more. The lesson introduced the "lock-and-key" model for enzyme catalysis and one life science cadet asked about the induced fit model. I think this question could have been addressed more thoroughly in the context of the lesson. For example, how does this model change the proposed mechanism? Consider including this in a PowerPoint slide for next year.

In summary, Dr. Yuk has developed into an effective instructor and his cadets seem to be respectful and actively engaged. Keep up the excellent work.