Classroom Observation Form

Instructor: David Bjergaard Date/Time: 6:00-8:00pm March 7th, 2016

Location: Rm 154, Bio Sci No. of Students: 22

Course Title: Introduction to Classical Mechanics (Physics 151 D10)

Topic(s) of Day: Conservation of Energy, Midterm, Conservation of Momentum

Instructor

a. Engagement and Motivation of Students (build rapport, ask relevant questions, equitable social interactions) Could you specifically pay attention to interactions where I correct students?

General Comments & Summary (on the class, outcomes, recommendations)

* Be affirming, descriptive, and focus on specific behaviors

Due to some students arriving late and others not paying attention, the beginning of the class had a rough start but David's strong presence, enthusiasm, and great rapport with the students quickly turned this around. I recommend he try to sometimes start with a quick icebreaker type activity based on previous material covered.

The students understood all his explanations and directions because they were very clear. He used the board very well, using different colored markers as a visual aid. This really assisted both in keeping the students' attention and in helping them learn and communicate about the subject matter.

The small group work format is an excellent model for teaching, especially in a medium to large class setting. This format allows the students to have a strong yet casual rapport, which makes for a healthy learning environment. Nevertheless, I suggest changing the group partners more often, even within the same class period in order to facilitate even more cross group discussion and collaboration.

It is very obvious that students know what to do in the class, what has been and is being covered and this demonstrates that they are learning the material very well and that David is doing excellent job of making sure they learn the material correctly.

This was evident in class through his teaching style because he teaches to all learning styles and strengths by using different colors of markers on the board for visual learners, verbally repeating concepts, steps, and instructions for auditory learners, and facilitating active group work for kinesthetic learners.

Rewarding students with candy for answering certain types of questions correctly works well as subtle cognitive behavioral reinforcement and helps solidify the memorization of important information.

Due to the small group setting, there is more in-group communication than general class communication which is to be expected and is acceptable for a group work based teaching format.

As such, many students are quiet and there is a more engaged and vocal minority that more enthusiastically or confidently answers questions in front of the whole class. I recommend calling on students or groups that don't speak up or answer as often during those times. This could be done as well during the small group break out sessions for the most shy.

Overall, David is an excellent instructor and practices student-centered learning very effectively. He keeps the students engaged, invested, and enthusiastic about Physics. He would make a highly effective and excellent instructor.