TILBURG ◆ UNIVERSITY

OBSERVATION EKATERINI IOANNOU
Course: Business Intelligence & Data Management
Date: 17 February 2020
Observer:

Own observation:
- You said that only 15 to 20 students out of the 150 show up and that is indeed concerning
- You also mention that you might sometimes think too fast, which results in you answering questions that students maybe could've answered as well

Summary – Make sure to keep
- You're very enthusiastic. You explain the topic clearly and by using examples that I assume most students know about (like the weather). This can help students to understand the theory. The structure of your lecture is clear and I assume the students know what they can expect during this lecture as well as the rest of the course.

Summary – Please improve
- You could increase the interaction during your lecture by explicitly asking to help fill in the different elements in the model, or have them give you a short recap of the previous lecture. There seem to be moments during the explanation where it is good to check if the students are actually following along, so you could use those moments to get the students involved and ask them to give answers to the questions you pose at those moments.

Structure: Introduction
What, why, how
Motivating elements
State the learning objectives of the lecture
Clarify the relationship with the previous lecture and with the literature
Creating a constructive learning environment
Observation:
- You start with a clear summary of previous lecture as well as asking if there are any questions about the previous lecture
- You make clear what the learning goals of this lecture are
- Not only the learning goals of this specific lecture are being made clear, but you explain this lecture in relation to the entire course and the more practical sessions they will be having on this topic later this week as well

Structure: Core
Presents core issues clearly and wholly
Explains matters clearly
Structure of presentation remains clear
Observation:
- Your lecture seems to be planned carefully. The different topics are introduced in a clear manner and they are related to previous parts of the lecture
- I was able to follow along quite well. Are your students familiar with the models you explained or are these new to them? During our meeting you explained that the models are new to them and that they are not familiar with these kinds of theories.

Structure: Closing

Gives short summary
Gives conclusions/ recommendations/ home work

Observation:
- You explain what the students need to do with this theory and model and what they can expect from their next session concerning this specific model

Presentation: oral skills/posture
Intelligible (can be well heard)
Intonation is lively and varied
Speaking pace is comfortable
Formulates 'to the point' & understandable
Takes short breaks from speaking

Observation:
- You look quite open, because you are standing aside from the desk, you move around quite relaxed and you look at the students most of the time
- Some words are a bit hard to understand, because of your accent
- You seem to reassure the students that the topic is not as hard as they might think. However, be careful calling things 'easy'
- You explain the models for the most part by heart. Of course, every now and then, you look at your slides, but your focus mostly is on the classroom, which is great.

Presentation: Getting/keeping attention
(Eye) contact with audience
Visibly enthusiastic
Relates to practical or topical situations, audience's preliminary knowledge or world of experience
Tries to involve audience

Observation:
- You seem very enthusiastic about the topic yourself
- The examples are very comprehensible
- There might be some opportunities to have more interaction with the class and at the same time check if the students are following you, by asking questions about the things you have just explained
- You do leave pauses in your explanation for students to let the information sink in, or have them ask questions if necessary, which helps in being able to follow your explanation
- You ask some questions and leave the students some thinking room, but after a couple a seconds you do give the answer yourself. Were you expecting/hoping for an answer from the students? Once, I did hear one of the students murmur a possible answer. Did you hear it? You can let the students know more explicitly if they are required to give responses
- You give an example in order to work with the model and mention that you want to do it together. Now you do get a response from one of the students
- When someone answers you, you immediately give them positive feedback
- You try to keep the students' attention by mentioning a seemingly obvious answer to your question and then passionately explaining why that cannot be the answer
- The first couple of rows in the classroom are as good as empty. How do you deal with that?

General: time management
Observation:
- You start a bit early
- Around ten minutes before break time, you take a look at the clock and you appear to be thinking about your course of action. Did you prepare scenarios in which you would get behind on time or have too much time and what you would have done in that case?

General: use of media
Functional
Well made

Observation:

- Good that you arrived almost ten minutes before the start of the lecture to get set up and made sure that the students do not see what you are doing on the computer
- Good first slide, that does not only state what lecture this is, but the topic as well the reading material that is covered are on there as well
- You've made visible what topics they will learn about today on the slides as well
- You use the slides to truly support what you are telling, rather than the slides being a summary of the things you are saying out loud
- You were at times confused by the slides. What happened? Did you check them beforehand? You explained during our meeting that Powerpoint messes up the lay-out of the formulas, so this is very understandable.