

# Observation Log

<b>Teacher:</b>	Barry Peddycord	<b>Observer:</b>	Terri Billeisen
<b>Class:</b>	CSC 230-C	<b>Date:</b>	11/21/13

Time	Observations	Comments
2:20	T says "Shall we?" Several Ss shout affirmations, class laughs. T prefaces lecture by sharing his history/experience with the subject matter, begins to lecture. Asks Ss if they have an example. 1 says "Adobe". T acknowledges the correct answer and brings up several other examples that relate to the students (e.g. Linked In). Continues to lecture, asks another question. 2 answers "0.25 seconds". T acknowledges correct answer.	
:25	T continues to lecture then asks another question of the class. J (1) answers. 3 asks "Really?" T explains why that answer is correct and gives an example to help illustrate the point. Continues to lecture.	
:30	T asks another question. 2 says a response (sorry, I couldn't hear him). T says "yes" and asks a follow-up. 4 gives an example. T says "right" and gives a list of examples. T continues to lecture then cracks a joke. All Ss laugh. T asks class "who here does web design?" Not many Ss raise their hands so teacher explains how this applies to that particular specialization.	
:35	T lectures and gives an example of the point he is trying to make. Asks for more examples. Ss are reluctant to answer. T waits and says, "Come on, folks. You did this for the assignment." Several Ss shout out ideas. T uses these ideas to facilitate discussion.	
:40	T describes an example to illustrate a point. 2 cracks a joke by saying, "Boom, programming." Class and T laugh. T continues to lecture and asks a trick question of the class. 5 answers correctly and teacher acknowledges him. Asks for a new example. J answers. 6 joins in the discussion. T asks for another example. 7 answers. 6 joins in again. T says "exactly!"	Great student involvement in this section
:45	4 asks a question. T says that it is beyond the scope of the class but tries to explain it in simple terms. 6 mentions that they are touching on the subject in 316. T says "Oh! Awesome!" T gives new example and continues lecturing. Asks class if they can think of any problems. J offers a suggestion. T asks another follow-up question. 6 responds. T says "Brilliant!" asks for more examples. Encourages class to think back to an old guest lecturer to provide an example.	
:50	T lectures. 2 needs help with explanation. T explains and then makes a joke. Some Ss laugh, mostly the ones who are paying attention. J asks a question. T explains then puts a new problem on the screen and asks for a solution. 6 guesses, J jumps in and T helps them.	
:55	T asks another question. 6 offers a suggestion. T says "There we go!" and expands on the solution. 6 asks a question. T isn't sure but 3 jumps in with a suggestion and T modifies his response.	
3:00	T poses a new problem. 6 has a suggestion. T encourages students to consider other possibilities. 8 has a guess. T says "think of it this way..." 6 answer and T says "That's right!" J	T really helped students arrive at the correct answer themselves.

	asks a question. T answers. 3 gives a suggested example. T poses a new problem. No Ss respond so T waits. Finally, 9 has a suggestion. T helps him. 10 jumps in with a new thought. T says "That's really good, but not quite. You're really close."	
:05	11 has a suggestion. T says "That's great! I did not consider doing it that way." 12 jumps in. T clicks slide to reveal an answer. Revisits 11's answer. T says "I really liked your idea." T asks new problem. J has a question. T laughs and said "That would be really bad." New problem. J answers. T says "Not really" and continues to explain the best solution. T starts to explain a new concept.	Love that T revisited the student's response that he had not yet considered. So encouraging!
:10	T asks a new question. J responds but also asks a question. T provides answer then relates it to real-life. 6 asks a new question that poses difficulty. T responds "Should I stop calling on you?" and all Ss laugh. T asks a question, but no Ss raise their hands. T says "Come on! We learned this last week." More Ss hands go up.	
:15	After a few suggestions, T starts to explain the problem. J chimes in with a thought, T says "yep!". T starts new slide. He says "Logging is boring. I don't like it, you don't, nobody does." 13 asks a question. T says "I'm not sure I understand." 13 explains. T says "Oh, that's good." and continues to explain.	Students appreciate that moment of relating with the teacher.
:20	T starts a new topic. Gives Ss a problem exercise. Waits for a long time but the students appear stumped. Starts to explain. Class discussion begins. 6 and 11 have comments. T presents subject in a different way and asks "See what I'm getting at?" J has a question.	
:25	T starts another new topic. Provides an example that involves Pokemon so students can get involved. Ss laugh. 5 asks a question.	
:30	Begin demonstration. There are minor technical difficulties (screen wouldn't maximize). 11 found the solution at the last second. T explains as much as he can, says he will post the solution on Moodle.	