Instructor's Name: Barry Peddycord III
Evaluator: Sarah Heckman
Observation Date & Time: 10/25/2012 355 ~ 500
Course: CSC 326 - 204

General Evaluation Form – Lab

Evaluator Instructions: During your observation (minimum duration of 45-60 minutes), please address as many of the following teaching behaviors as possible. If a particular behavior is not addressed during your observation time, circle "N/O" (not observed). If the instructor performs above average for any behavior, circle "excellent." Performs well, but is not above average, circle "good." Does not show the appropriate characteristics of a behavior or performs poorly, circle "N/I" (needs improvement). A follow-up meeting with the instructor should be no later than one week from observation date.

May want to memorize [illegible] (if not names)

Circle One: (*First*) OR *second* evaluation

Professionalism				
•Starts promptly and is prepared (→ demos how to set up – was a bit fast)	(Excellent)	Good	N/I	N/O
•Lab is neat and materials are ready	(Excellent)	Good	N/I	N/O
•Appears concerned about students' learning	(Excellent)	Good	N/I	N/O

General Comments:

nice defer of HW ?s until appropriate time

helped out w/ students having tech issues w/ SVN

Teaching Skills & Aptitude (took a while – may want to consider a louder "good afternoon" type start)				
•Clear introduction (gains attention, interest)	Excellent	(Good)	N/I	N/O
•Transitions between and within activities/assignments are clear	Excellent	(Good)	N/I	N/O
	again difficult to pull class together			
•Maintains student interest and involvement	Excellent	(Good)	N/I	N/O
•Answers student questions professionally and concisely	(Excellent)	Good	N/I	N/O
•Voice is clear, pleasant and audible. Are there any problems? (Circle all that apply.) None, too soft, too loud, (too fast), too slow, mumbles, excessive use of poor grammar, too many filler words ("um," "ah"), sexist/racist comments or questionable humor.	Excellent	(Good)	N/I	N/O
	slow down a bit; when going through set up instructions – some of them where mumbling			
•Writes clearly	Excellent	Good	N/I	(N/O)
•Understands background material	(Excellent)	Good	N/I	N/O
•Is able to flex when there are difficulties (computer technology, instruments, equipment, etc.)	(Excellent)	Good	N/I	N/O
•Clear Summation (regrouping and summarizing of key points)	Excellent	(Good)	N/I	N/O

General Comments:

there was some "unattention", but that's to be expected

summary could have come back to talk about security + how security should be built in

clarify deliverables for activity

good job handling tech difficulties

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Attitude & Classroom Management				
•Is enthusiastic	Excellent	Good	N/I	N/O
•Adequately enforces safety regulations and lab policies enforced food + drink on floor	Excellent	Good	N/I	N/O
•Takes appropriate actions against negative student behavior	Excellent	Good	N/I	N/O
•Treats students fairly	Excellent	Good	N/I	N/O
•Provides positive reinforcement for student effort	Excellent	Good	N/I	N/O
•Movement around the classroom is balanced. Are there any problems? (Circle all that apply.) None, spends too much time with only one group/student, exhibits an odd pattern of circulating around the room when talking, e.g., only circles around one or two tables, paces uncomfortably while talking	Excellent	Good	N/I	N/O
General Comments:				

REFLECTION QUESTIONS for the CoAT PARTICIPANT

Complete this section *after* your class has been observed. Attach your comments to this form and submit online. If possible, it is best to meet with your observer to discuss this observation experience before completing the questions.

1. What did you feel went well in this class session?

2. What would you like to change about this class session if you had to teach it again?

3. In the light of the observer's comments, what aspects of your teaching approach will you look at changing in the future? How will you do this?

4. What have you found useful/not so useful about the observation process?

1 What do you feel went well in this class session?

The students picked up on the concepts very well and were able to articulate why they were taking the steps they were taking, showing that they were learning the key points of security. Other than setting up the lab, there were very few technical difficulties, meaning that there was nothing that students *should* have been able to do that they *couldn't*.

I was satisfied with how well the students met the learning objectives for this lab.

2 What would you like to change about this class session if you had to teach it again?

The demo was particularly useless since I'm all but sure I lost everyone in the class and nobody read the written directions. After reflecting, I realized I should put more responsibility on the students in the form of pre-lab activities so that they know how to get started when they come to class and I can immediately begin our activities without breaking the flow of the course. I was so pressured to see everyone on the same page that I wasted a good five to ten minutes getting each team there.

I should off-load lab setup to students before they come to lab. This is how most science pre-labs work, so it should work for Computer Science, too.

3 In light of the observer's comments, what aspects of your teaching approach will you look at changing in the future? How will you do this?

We met after the observation, and Dr. Heckman mentioned three particular areas for improvement - the first being to be more assertive and to bring the class together at the start and between exercises.

Her second issue was that I let my time pressure get to me and it shows - even when I run out of time, I can turn that around into an independent learning exercise for the students rather than rush through the exercise in an attempt to get everything finished. This made me overlook reinforcing the points I made with the individual groups during class.

I agree with Dr. Heckman's sentiment that these skills come with experience and feeling comfortable in a leadership role. I should be more flexible in my scheduling rather than trying to fit the exercises of the lab to a rigid time span, since the lab is ultimately focused on student-centered learning.

4 What have you found useful/not so useful about the observation process?

The observation process makes me more self-conscious about my teaching, and I found myself catching myself when I did things that were either detrimental or distracting that I wouldn't notice if I wasn't being observed: the major example is the demo. I realized how useless the demo was while I was presenting it, and was a little embarrassed.

The observation experience should be a reflective one, so a little pressure is a good thing - I wasn't too nervous to teach, and I didn't change aspects of my teaching style to improve my results. The lab is a long one, so once I got in the flow, I didn't even notice I was being observed, and that's probably where my best traits shined through.