

Observation Report 1

Course Instructor: Dr. Jossalyn Larson

Observing Graduate Student: Maryam Bashir

Date/Time of Observation: September 7, 2023 (11:00 am – 12:15 pm) **Setting:** Undergraduate

Course Setting: English and Technical Communication

Course Code/Title: ENGL 1120 (Exposition and Argumentation)

Venue: Physics Block 128

Welcoming and Collaborative Environment:

The instructor arrived at the classroom, and each student received a warm smile and friendly hello from the instructor. She then took attendance and asked how everyone was doing, setting a welcoming tone for the class. The instructor provided an overview of the week's focus before commencing the class, ensuring every student was on the same page.

Structured and Purposeful Learning:

Throughout the class, the instructor seamlessly transitioned into teaching mode, briefly recapping a previous lesson to set the stage for the day's topic on establishing a tone in writing. She engaged with the students by asking questions to gauge their understanding, ensuring everyone followed the lesson.

Supportive and Encouraging Interaction:

The instructor's class reflected meticulous planning, creating a calm and focused learning environment for the students. She utilized teaching aids like projected slides and video clips to enhance students' understanding of the lesson. Her structured and organized teaching approach was evident in her topic.

Relevance and Active Participation:

Dr. Larson's teaching approach promoted active participation, with students eagerly sharing their insights following her lecture. A touch of humor, through a quick joke, added an element of fun, captivating the students' attention and fostering an immediate interest in the topic.

Course Material Organization:

The instructor's course material was meticulously organized on Canvas, reflecting a well-thought-out curriculum to enhance students' learning experience.

Conclusion:

In conclusion, the instructor's teaching approach was focused on creating a welcoming and collaborative environment, structured and purposeful learning, supportive and encouraging interaction, relevance and active participation, and course material organization. Her attentive engagement and well-structured and organized teaching approach made the learning experience effective and enjoyable for all students.

Dr Larson.

Eng 1120

exposition & Argumentation

The Instructor came in
with a smile on her
face with a loud
Hello to the students
at 10:55am.

Students were already
seated in the classroom
for the Instructor.

The Instructor settled
down and took the
attendance and she
asked about the stu-
dents well-being.

Students responded to
their names accordingly.

The Instructor briefly
recap what she taught
the previous week.

She opened the slide
of the day and ask
the student question
on what they unders-
tand by "bogus tone
in writing."

A student responded

The Instructor projected
slides & video clips to
enhance students under-
standing.

The student quietly
watch the clip.

The Instructor actively engaged the students by walking around the class and asking questions.

The Instructor quickly spoke with the students to capture their attention and student's attention.

The Instructor ended the class by talking with the students'

Students were actively participating in the class.

Students are not afraid to speak up.

Students are interested and engaged in the class.

Students are interested and engaged in the class.

Observation Report 2

Course Instructor: Dr. Vadyn Mochalin

Observing Graduate Student: Maryam Bashir

Date/Time of Observation: September 27, 2023, 9:00 am – 9:50 am

Course Setting: Undergraduate Chemistry Course

Course Code/Title: CHEM 3430 - Chemical Kinetics

Venue: Schrenk Hall 00126

Welcoming and Collaborative Environment:

I arrived at the lecture hall at 8:55 a.m., I noticed that few students were already seated, awaiting Dr. Mochalin's arrival. Although he was a few minutes late at 9:05 a.m., the instructor started the lecture by projecting his slides created a focused and attentive atmosphere. The instructor initiated the class by explaining the day's topic, "Equation of reaction," while students prepared their notes and laptops. Throughout the lecture, he engaged with the students by pausing to ask questions and correcting any errors.

Structured and Purposeful Learning:

The instructor's teaching approach was structured and purposeful, presenting the information in a clear and organized manner. He explained the concept of integrals and their mathematical representation, checking in with the students periodically to ensure their comprehension. He further distinguished between type 1 and type 2 reactions, using examples to supplement the learning process.

Supportive and Encouraging Interaction:

The instructor facilitated a supportive and encouraging learning environment, engaging with the students, and encouraging their participation. During his lecture on "Partial Fraction," he posed a general query to the class, receiving active participation. He consistently demonstrated his desire to ensure student engagement by answering their queries and addressing their concerns.

Relevance and Active Participation:

The lecture was relevant and engaging, addressing key topics such as the Equation of reaction, partial fraction, and the distinction between type 1 and 2 reactions, supplemented with graphs. The instructor's interactive approach kept the class lively, with students actively participating in the learning process.

Conclusion:

The instructor's teaching was clear and effective, resonating well with students. His method of verbally explaining topics, supplemented with board demonstrations, is compelling. The interactive way he engages with students, posing questions and addressing their queries, dramatically enhances the learning experience.

8:55	Mr. Vadym Prochala I got to the venue	Student were seated waiting for the Instructor.
9:00	Instructor is yet to arrive	student were still coming and went
9:02	instructor came at 9:02 and ran	student stopped whatsoever they are doing and bring out their notes
	went to the board and started his class	student were getting down
9:04	he talked about the equation of reaction.	student were still coming in
9:06	instructor was still explaining the topic of the day	
9:10	Instructor was still writing on the board and explaining at the same time	the student that came in late was not concentrating but playing games on her phone.
9:15	Instructor keeps explaining and was done with the preparation of text	the what is writing on the board.
9:20	He asked a question & student responded but did not respond answer the question well	
9:25	He asked another question. partial fraction	No student answered
	HE answered the question verbally	
9:28	He explained the pf in the board and re-wrote it in mathematical terms.	All the student were except one person that was busy on her phone.

9:30 instructor keeps writing on the board and also explaining verbally

A student asked a question.

9:35 He ~~wrote~~ explained and also ~~wrote~~ wrote on the ^{board} in mathematical equation on the board.

9:58 He also explained integral

10:00 He further explained integral on the board in mf

9:48 The talked about concentration. Student were quite and off A.

10:15 The Instructor said he is almost done and talked about

the ^{student} class were not engaging but quite and concentration

9:42 He asked the student if they were good and a student answered yes.

10:23 He said the difference between type I & type II rectangles. He gave examples and told the students to $P = 1$ on him

A student who was playing game on her phone approached took a picture of all what is written on the board

9:45am

He asked if anyone
had any question

None of the student responded.

He simultaneously opened
his slide and show
them graph.

9:50 He show them the slide
and the different b/w
the slide and their
textbook.

He show them how to
derived dimensions.

9:53am He drew the graph
of the 2nd order II
reaction on the board

9:56am He asked a question
that how will the graph
looks like

A student responded but
did not answered well.

9:57am He further explained
the graph projected
on screen

7:00^{pm}
He told them the important
thing to note in the graph.

~~Logically, the word / the student
to remember~~

8:00^{pm}
He asked if anyone
had a question.

9:00^{pm}
He remembered the student
that class will ^{not} hold on
Friday

Student immediately
left the class less
than the class ended.

the instructor stayed back
to clean the board.

Observation Report 3

Course Instructor: Dr. Lili Eng.

Observing Graduate Student: Maryam Bashir

Date/Time of Observation: September 27, 2023, from 10:00 am to 10:50 am

Course Setting: Undergraduate Business Course

Course Code/Title: BUS 3220 - Managerial Accounting

Venue: Butter Carlton Hall 00314

Welcoming and Collaborative Environment:

When I arrived at Butter Carlton Hall at 10:05 a.m., Dr. Lili had already commenced her session, and the students were attentively settled in. After the instructor asked me to introduce myself, she informed the class that the day's focus would be a concise review of the "Steps involved in Calculating Equation Units". With this announcement, the students prepared themselves, eagerly pulling out notebooks and laptops. The instructor initiated the review by verbally explaining and illustrating, on the board, the first step in determining the cost of the unit.

Structured and Purposeful Learning:

The instructor recognized that not all students could take down onboard calculations swiftly and suggested they access and print notes from Canvas. When a student asked about a specific calculation, she addressed it promptly. It was observed that Dr. Lili was keen to ensure her students' comprehension and engagement, frequently checking in to gauge their comfort and understanding.

Supportive and Encouraging Interaction:

The instructor's class was a good learning environment, with almost all students engrossed, either typing on their laptops or jotting down notes. Dr. Lili transitioned to discussing the concept of per unit cost, pausing often to solicit feedback and ensuring students were keeping pace. Additionally, she highlighted practice questions from Chapter 4 on Canvas, emphasizing their importance.

Relevance and Active Participation:

The instructor's teaching method exemplified the balance between imparting knowledge and fostering student participation. Through her interactive approach, posing questions and addressing

student queries—the session was engaging. Notably, the instructor took attendance visually, recognizing students by face rather than calling out names. She consistently encouraged students to voice any uncertainties and reminded them of essentials like bringing calculators for exams.

Conclusion:

Reflecting on the session, Dr. Lili employs a straightforward, interactive teaching method. Her approach to explaining concepts both verbally and using board illustrations ensured clarity. Moreover, her willingness to allocate additional time to address any unresolved questions highlighted her evident passion and concern for student understanding.

Bus-3220

(Managerial-Accounting)

Instructor - Li Ling.

I got the the venue at Room

10:05am

The structure was already student were already seated in the class

10:10am

The Instructor said the the student were quite class was about a grade and most of them are revision calculating equation their laptops.

Unit

10:15am

She told the student if some students are on they cannot write their phones...
can print the note out on canvas

10:10

She talked about cost of unit including how to calculate the cost of unit.

student were following from their laptops

A student asked a question concerning the cost of unit and she replied

10:15

she talked about step 3 which per unit cost.

ded

she asked the student if they okay, if they are confused.

The student smiled and answered yes

10:20am

She told the students they have time to practice.

She explained the course content step by step.

She told the students a practice question is on the chapter 4.

10:25am

She asked what traditional Nine vs -the student responded.

she further explained:

She explained 2nd step of traditional

She solved the product of traditional

A student responded

10:30am

she explained the deport- Some student were mental rate and told them sitting down and some there are two types were playing with their phones.

~~she asked question after~~

she asked if the students have questions after every explanation.

Some students were talking behind were I was seated as the class is going on

10:35am
She showed the students questions that they can practice on canvas

She told the students to look at the questions and see if there is any one they don't understand

10:40am
She took attendance by looking if the student were present and check their names.

He told the student the formula they need for respond. none of the student physical flow

She asked the student she wrote the physical flow formula on the board.

10:45am
she asked questions after every explanation and ask if students have any questions

She talked about the Equivalent unit:

The student seated beside me left the class before it ended.

She remind the students to bring their calculator to the exams.

10:50am the step 3, she talked about Cost per EU (\$). She explained the differences b/w the steps.

She asked the student to use calculation to add up the numbers of ^{total cost of} cost per unit.

10:55 Step 4 which is CGM (cost of growth manufacture).

11:03 She talked about step 5 which is similar to step 4

10:58pm she explained the step 5 and asked the student to add up the total cost.

She asked if there is any question they want to work on.

A student added it up and answered

A student left the class while the class is ongoing.

A student added it up

A

She asked the student if they want to add a few minutes to their time and ask a question.

Students answered no questions and left the class.

A student walk up to the instructor to ask question and she answered

She told the student she will see them on Friday.

Observation Report 4

Course Instructor: Dr. Kyle Ganz

Observing Graduate Student: Maryam Bashir

Date/Time of Observation: September 27, 2023, from 11:00 am to 11:50 am

Course Setting: Undergraduate Geology Course

Course Code/Title: Geology 2610 - Mineralogy & Crystallography

Venue: V.H McNutt Hall 00210

Welcoming and Collaborative Environment:

I arrived at the lecture hall just in time for Dr. Kyle's lecture. The classroom was already set up, with the projected topic of the day on the board. The instructor initiated the lecture by discussing the concept of "Hardness," passing around a large heavy stone for students to touch and have an understanding on what he meant by Hardness.

Structured and Purposeful Learning:

Dr. Kyle's teaching style was structured and purposeful, creating a conducive learning environment. Most students were engrossed in the lecture, while a few were distracted by their phones. The instructor transitioned smoothly between topics, delving into "Leverage and Luster" and encouraging student questions. He then went on to explain "Oxide, Magnetite Fe₃ O₄," using a vivid image to make it more tangible.

Supportive and Encouraging Interaction:

The instructor's teaching approach was engaging, infused with interest and interaction. He consistently prompted student engagement through questions, making the lecture lively. His discourse on the significance of Magnetite held the students' attention, and the clear, illustrative images accompanying each topic enhanced their comprehension.

Relevance and Active Participation:

The teaching session was a great example of how to captivate and involve students in the learning process. Throughout the lecture, the instructor actively engaged with the students by posing questions, fostering a more interactive and stimulating classroom environment. He emphasized the

importance of Magnetite, ensuring that the students remained focused. As the lecture proceeded, the students remained silent and absorbed in the material, demonstrating their concentration. Each slide presented by the instructor was accompanied by a vivid and clear image, facilitating better assimilation of the information.

Conclusion:

Dr. Kyle's teaching method was clear and audible, making the lecture easy to follow. His adept use of imagery added depth to his explanations. After the lecture, the instructor remained available for any lingering student inquiries, showcasing his commitment to their understanding.

	10:50 AM	I got to the venue at 10:50 AM.	
-		The instructor was already in the class and he projected the topic slide for the day.	
10:55 AM		He talked about kindness. He passed a big third stone round for the students to see.	Some student were seated.
11:05 AM		He explained Habt cle- verape Luster. He asked if there is any question.	the students passed it round to themselves.
		He projected a slide about Oxides and explain about them.	student responded no response question.
11:10 AM		He talked about mag- netite Fe ₃ O ₄ and ex- plained with a Images.	A student quickly left the class room.
		He talked about the diff colors which is black, gray,	
11:15 AM		He also talked about the importance & uses of magnetite.	Student were quite and concentrated.

11:20am

His explanation comes with images for better understanding.

Another student left the class and came back immediately.

The Instructor display

Images for everything he explained

Some students were not jotting down but concentrating-

11:25am

The Instructor explained chromite FeCr_2O_4 with images. He talked about the color brownish, black, gray.

Student kept quite are looking at the slide or the Instructor displays it.

11:30am

He talked about corundum Al_2O_3 and also display the images.

The student who rushed out was not concentrating at all. He was just ^{on} ~~playing~~ his phone.

11:30am He talked about the

Hydroxide, Limonite

group, Greethite $\text{Fe}_3(\text{OH})_4$

His voice was loud enough to hear

145) He explained Raysite group.
He talked about the colors.

He said he will double
check on the guides..

He asked if the student
have any questions..

146) He informed the student
there will be no class
on Friday and he
ended the less.

He cleaned the board
after the class ended

Some of the student left the
class after the class
ended.

Some student walked up
to him and ask question
and he answered.

The Instructor keep asking
if there is any other
questions. after the
class ended.

Observation Report 5

Course Instructor: Dr. Sarah Hercula

Observing Graduate Student: Maryam Bashir

Date of Observation: September 10, 2023

Course Setting: Undergraduate English Course

Course Code/Title: English 1160 – Grammar

Venue: Online Class

Welcoming and Collaborative Environment:

Dr. Sarah's online class focused on the diverse aspects of grammar in language study, emphasizing its relevance in writing and speaking. She highlighted the significance of understanding various approaches to grammar. Despite the online format limiting observation of student reactions, Dr. Sarah's engagement with language variation, including descriptive and prescriptive grammar. She delved into different dialects and varieties of English, illustrating the language's rich diversity in the US and worldwide.

Structured and Purposeful Learning:

The online session was well-structured, with Dr. Sarah presenting grammar in a clear, purposeful manner. She posed a question about the correctness of two sentences, guiding students towards understanding that both were correct but followed different grammatical rules. This approach not only clarified the distinction between descriptive and prescriptive grammar but also underscored the importance of context in language application.

Supportive and Encouraging Interaction:

Dr. Sarah's instructional style was supportive and informative, particularly when elucidating the advantages of prescriptive rules. She explained their utility in research and academic writing, ensuring students grasped the practical application of these rules. Her explanation of prescriptive rules' interpretation was detailed, with examples that facilitated comprehension and promised ongoing instruction in this area throughout the semester.

Conclusion:

Overall, the online class with Dr. Sarah was an enriching experience, blending theoretical knowledge. Her focus on the various aspects of grammar, from its main approaches to specific rules and their usage in academic contexts, provided students with a comprehensive understanding of the subject. Her commitment to teaching prescriptive rules throughout the semester highlighted her dedication to equipping students with essential skills for academic writing.

Dr Hercula.

Online class

course: Grammar

The Instructor talked about
Grammar and how it can be
apply to studying, writing &
speaking.

The Instructor further talked
about appx the main approaches
to the study of language/ grammar.

The Instructor talked about
the importance of main
approaches of grammar.

The Instructor talked more
on description perspective
which is language variation
and give the examples.

The Instructor explains
different dialects &
varieties that make up
the English language
both in the US and
across globe.

The Instructor gave two sentences and asked which one is correct

The Instructor explain the one that is correct among the sentences with example for proper understanding.

The Instructor further explain that the both sentences are correct but follow different rules

The Instructor talked about the important factor that govern speaking & writing which different

The Instructor talked about the advantages of prescriptive rules.

The Instructor further explain where the prescriptive rules is advantageous in research writing or any academic form of writing.

the Instructor explains
the interpretation of
prescriptive rules and
its examples.

The Instructor talked about
that she is going to
teach the students about
of prescriptive rules
this semester so that
it would be useful for
the students in academic writing.

Observation Report 6

Course Instructor: Dr. Smriti Nandan Paul

Observing Graduate Student: Maryam Bashir

Date/Time of Observation: October 16, 2023, from 9:00 am to 9:50 am

Course Setting: Undergraduate Aerospace Course

Course Code/Title: AERO ENG 2360 - Dynamics

Venue: V.H McNutt Hall 00211

Welcoming and Collaborative Environment:

Upon Dr. Paul's suggestion, I arrived at the venue 8:40 a.m. 20 minutes before the class. The instructor arrived early and made sure that the classroom was set up for the lecture. He introduced the topic "Planar Kinetics Rigid Body" and detailed its objectives at the start of the lecture. The students had already settled in by then.

Structured and Purposeful Learning:

The classroom was well-organized and conducive to learning with 14 students in attendance. The instructor started explaining the concept of "Rigid Body" by sketching diagrams on the board. He highlighted the topic's essence and elaborated on the various types of "Planar Motion of a Rigid Body" using illustrative slides. Most students were actively taking notes, though a few were engrossed in their phones.

Supportive and Encouraging Interaction:

Dr. Paul's lecture was interactive and engaging. He frequently posed questions to the class, ensuring student engagement. Upon querying about the three types of motion, two students eagerly responded. The instructor further discussed the concepts of Position, Velocity, and Acceleration, complemented by detailed slides. The class atmosphere was attentive, with a few students proactively seeking clarifications from the instructor.

Relevance and Active Participation:

Dr. Paul's teaching style was very effective in capturing the attention of the classroom and making learning an interactive experience. By actively involving the students with questions about the material, he created a dynamic and participatory learning environment. Specifically, when the instructor queried the class about their understanding of the three types of motion, it prompted responses from two students, showcasing an engaged audience. The instructor thoroughly covered concepts such as Position, Velocity, and Acceleration, complementing the explanations with clear and concise images on each slide. The students were noticeably attentive, engaged, and proactive in seeking clarification, as evidenced by the questions they directed toward the instructor. Consistently throughout the session, each slide was well-prepared with explicit imagery to ensure the students could easily assimilate the information presented.

Conclusion:

Dr. Paul's instructional approach stood out for its clarity and consistent encouragement of student queries. His adept use of visual aids added depth to his explanations. After the class, a few students approached the instructor with questions, to which he responded patiently and thoroughly.

10:00	PIERU ENg - (Dynamics) Instructor: Smriti Mandan Paul MCNutt 211	74 students
8:40	I got the hall and the instructor ^{was already} was already in the class and the	3. Students where already in the class before I came in
8:50		Students started coming into the class.
9:00	The instructor started the class - the topic of the day is 'Planar kinematics' Rigid body. He talked about the objectives of PIRB.	Students were seated quietly and listening to the instructor.
9:05	He explained what Rigid body is and also explained it in diagram form on the board	Students were still coming in after the class began.
9:10	He explained the main goal of the topic	
9:15	He talked about the types of Rigid Body Planar motion.	

7:20	He explained the each types of the Project lovely planar motion	the student besides me was just on his phone.
7:25	He explained the diagram of one of the types of RBP M.	some student were jotting down
7:30	He asked the student if they understand the 3 types of motion	the students responded yes.
7:35	He further explained the position, velocity, Acceleration with diagram. He asked the students if they have questions.	The student left the class with his bag while the class is ongoing. The student were just quiet.
7:40	He explained the Acceleration and the students if they are understand and ask if the two students seated out the class understood as well.	
	After explaining every slide he asked if the students have questions. Every of his slide come with an image	The students were not engaging at all. But some where listening and jotting down in their note.

q145 Also, every after explaining each slide, he also explain it on the board.

He asked if they have any question.

He asked the students if they have heard about angular velocity.

q150 He explained the diagram of velocity and he asked the students to locate it very well to see if they understand.

q155 He gave examples of acceleration diagram and break the explanation down.

He asked if the students have any question.

The instructor was so engaging and his explanation was understandable. The student was quite while the class is ongoing but not engaging.

Observation Report 7

Course Instructor: Dr. David Duvernell

Observing Graduate Student: Maryam Bashir

Date/Time of Observation: October 16, 2023 (10:00 am – 10:50 am)

Setting: Undergraduate Course in Biological Science

Course Code/Title: BIO SCI 2223 (General Genetics)

Venue: Engineering Management 103

Welcoming and Collaborative Environment:

At 9:55 a.m., I arrived at the Hall and found the instructor already present and getting ready for the class by turning on the projector before the rest of the students arrived. The instructor greeted the students with warm smiles, creating a welcoming and collaborative environment. At 10:00 a.m., the instructor promptly commenced the class and introduced the topic "Structural Similarities of DNA Polymers in all Three Domains of Life." A few students accessed the course materials on their Canvas.

Structured and Purposeful Learning:

The class consisted of more than 30 students and was well-organized and conducive to learning. The instructor elaborated on the similarities of DNA polymers and encouraged the students to ask questions. After a quick assessment, the instructor moved around the class to check the student's progress. The lesson then transitioned to the next topic, "Transcription and RNA Processing," supplemented with illustrative images, which made the class engaging and informative.

Supportive and Encouraging Interaction:

The instructor's approach was educational, emphasizing understanding over memorization. The instructor encouraged the students to ask questions if anything needed clarification. Another brief assessment was given, with a 3-minute time limit for completion. The instructor then projected the answers on the screen to provide clarity for those who may have answered incorrectly. The instructor was keen on ensuring comprehension and engagement among the students.

Relevance and Active Participation:

The instructor made the class engaging and interactive by asking questions related to the topic, which enriched the learning atmosphere. Discussions on "Transcription of RNA Process" and "DNA Replication" were visually augmented as the instructor projected various slides depicting gene structures. The students were attentive, participating actively, and a few asked questions for better understanding. Each slide was well-prepared, with clear images to enhance comprehension.

Conclusion:

From my observations, Dr. David employs effective teaching methods. Despite the large class size, the instructor's voice was adequately loud, ensuring everyone could hear. Using visuals on each slide to elucidate the day's lessons. The instructor concluded the session by reminding the students to review their materials and briefed them on the next class's topic, showcasing a well-structured and student-centric teaching approach.

BIO SCI - 2223

(General Genetics).

Room - Eng management 103

Instructor Daniel Duvernay.

Class 1 starting venue and the
the instructor was already
in the class

students were already

in the class and

some are still coming

in:

He greeted the the students
with a smile.

students responded
to his greetings.

10:00 : the began the class : structural student were quite.
Similarities of DNA polymerases and open their
in all three domain of life. gather laptops

10:05 He explained the Similarities of DNA with an image
and asked if they have
any questions,

10:10 He gave the student a quick class assessment
and asked the students to the class.
answer it.

10:15 He further moved to the transcription & RNA process
up with an image.

He asked the student
who knows the T & RNA
process and one student
responded.

- He talked about what he was covering.
- He asked the students 10:20 differences between what they cover last week and the one for today.
- 10:25 He asked the students the general question "What is a Gene?" A student responded to the question.
- 10:30 He showed the students different types of definitions of gene on the slide. Another student answered.
- 10:35 He asked the students in what kinds of RNA are produced. None of the students responded. He showed the RNA produced on the slide.
- 10:40 He explained RNA polymerase. Students were concentrating with an image and he wrote down the definition on the board and asked the students to note it down on their notes.
- Format of this explanation comes with a diagram.

A student asked a question and the instructor

He asked the students not to memorize what he is explaining but to understand it.

He gave the students another class work assessment to see if the students were understanding.

He told them to ask each other if they are unincating to each other sure.

He displayed the correct answer on the slide

He told the student what they will talked about on wednesday.

Observation Report 8

Course Instructor: Dr. Patrick Taylor

Observing Graduate Student: Maryam Bashir

Date/Time of Observation: September 8, 2023 (10:00 am – 10:50 am)

Setting: Undergraduate Course in Computer Science

Course Code/Title: COMP SCI (Introduction to Comp Network)

Venue: Emerson Electric Room G31

Welcoming and Collaborative Environment:

Dr. Patrick arrived 10 minutes before the commencement of the lecture on "Process Communicating via Socket" and promptly prepared the presentation slides. At 9:55 a.m., I observed students gathered for the lecture. The students' attentiveness was evident as the room fell silent when Dr. Patrick began the lecture at precisely 10 a.m.

Structured and Purposeful Learning Environment:

Over 30 students attended the session. The instructor efficiently explained socket communication processes, and the attentive silence persisted as students remained ready to absorb the material from the start. When prompted for questions, the class unanimously indicated none, suggesting a collective comprehension or possible hesitation to inquire.

Supportive and Encouraging Interaction:

Dr. Patrick transitioned to the next segment on "Grams Socket Exist," Socket programming, and related examples, engaging the students by posing questions. This spurred responses from several attendees, while others were observed diligently taking notes, reflecting their focus and engagement with the lecture content.

Relevance and Active Participation:

The instructor exemplified dynamic teaching by actively involving the students through questions, heightening the session's interactivity. The students' volunteered to demonstrate the coding process of socket communication, signaling their active participation. After delving into the intricacies of

coding for socket processes, the instructor navigated to "Web HTTP and Web Protocol." He welcomed queries from the students and addressed them comprehensively.

Conclusion:

In conclusion, the instructor's instructional techniques were both clear and compelling. Despite the many students, he maintained an inclusive and interactive learning environment. His consistent encouragement for questions fostered an engaged and dynamic atmosphere, which resonated well with the students, judging by their active participation and inquisitiveness.

Dr Patrick Taylor

Emerson Electric from Q3I

10:00am - 10:50am

9/8/2023.

I got to the venue 10 minutes before the class. student were already in the venue seated.

The instructor came in 10 minutes before the class in and the class was 9:50am students are still coming in and the class was very noisy..

The instructor started the class exactly 10am and talked about the topic of the day which is process communicating via socket. Students were quite immediately the class began.

The instructor projected the topic on the screen few students brought out their laptops.

The instructor ask the students question after led to the question explaining the topics ask if the students have any questions.

The Instructor moved to the grams socket exist down while some in Socket programming and its examples few students were jolting their phones.

The instructor explains the process of communicating via socket in cycling on the screen and ask if any students have question.

few
Students were extra concentrating.

The instructor moved to the next topic which is web & HTTP and web protocol & its examples and ask if they have any question.

few student raise their hands to ask question.

The instructor ended the class by asking if anyone has question.

student left the class while some walk up to the instructor to ask question.

Observation Report 9

Course Instructor: Dr. Angel Morale

Observing Graduate Student: Maryam Bashir

Date/Time of Observation: September 8, 2023 (11:00 am – 11:50 am)

Setting: Undergraduate Course in Computer science

Course Code/Title: Comp Sci 3500 (Programming Language and Translators)

Venue: Comp Sci 220

Welcoming and Collaborative Environment:

I arrived at the hall at 10:55 a.m. Upon entering, I noticed students were already seated, eagerly awaiting the instructor's arrival. At precisely 11:00 am, the instructor entered the room and promptly commenced with the day's topic. The students were quiet as soon as the class began, indicating they were ready to learn.

Structured and Purposeful Learning:

At the start of the class, students promptly brought out their laptops to prepare for the day's lesson. The instructor took a moment to recap the previous lesson on Programming Language before moving on to new material. To engage the students, he posed questions about the Programming Language, to which a few responded. He also provided examples to elucidate the topic further. Despite a minor distraction from two laughing students at the front, the instructor maintained his focus and continued the lesson.

Supportive and Encouraging Interaction:

The instructor's classroom was well-organized learning environment. The atmosphere was quiet and conducive to learning, nearly all students utilizing their laptops. The instructor transitioned to the day's main topic, Regular Expression in Programming Language, providing examples to aid understanding. A student posed a question, which the instructor answered comprehensively. The discussion also touched on Integer Literals.

Relevance and Active Participation:

Under the instructor's instruction, the class exemplified an excellent example of making teaching engaging and interactive. The students were visibly active, posing questions to the instructor, who ensured that all aspects of the day's topic, including Regular Expression in Python, were thoroughly covered. Towards the end of the class, the instructor informed the students about a quiz he had made available on Canvas. This indicated his commitment to ensuring that students remained engaged and motivated.

Conclusion:

From my observation, the instructor teaching methods foster a practical and enriching educational experience. He adeptly melds various elements to craft an engaging and informative learning environment. His emphasis on student engagement, facilitated by encouraging questions and providing clear, informative slides, aids in navigating the intricacies of the subject matter, thereby enhancing the learning experience.

Dr Ricardi

11:00am - 11:50am

Room: comp-sci - 220

7/18/2022

I got to the venue 5 minutes before the class began.

Student were already in the class

The Instructor came in exactly 11:00am and proceeded to the topic of the day.

Student were quiet immediately the Instructor came in

The Instructor briefly talked about what he taught the student previously which is (programming language)

He asked the students about programming language

A few of the students responded to the question

The Instructor gave some examples of the programming language

Two students distracted the class by laughing.

The Instructor moved to the topic of the day which is Regular expression of PL and its examples

A student ask the Instructor a question and the Instructor responded

The Instructor moved to the next slide which is integers literals

A student ask question and the Instructor responded for the question.

The instructor moved to the next slide and talked about

Regular expression of Python

students were actively asking questions concerning the topic of the day.

The Instructor unlock the a quire on canvas and members told the students that it will be due midnight

The Instructor wish all the students a great weekend and ended the class.

students all left the class.

The Instructor stay back to see if any students have question.