

SCOT Report



Instructor	Brother Briggs
Course	CSE 170-03
Student Consult	Maelyn George
Activity	Recorder/Observer
Date of Visit	November 30, 2022

Reports generated by the SCOTs program are not intended for any use other than the reflective practice of the instructor involved. The information in this report is useful for formative feedback on instructional practice, but should not be used in summative evaluation contexts or as part of personnel decisions. For CFS purposes or as part of the Progressing Instructor course, faculty may be asked to identify areas for improvement or to develop an instructional development plan. Neither of these activities requires submitting this report or sharing the data contained here except in summary form.

Report Summary

Class Information

CSE 170-03

19 Students: 17 males and 2 females

Goals for consult:

- Identify the impact of digital distractions among the class
- Observe student responses to Brother Briggs as he teaches (especially with consideration to classroom presence)

This report includes:

- Key takeaways from the consult
- A heat map of digitally distracted students throughout the class
- Recorder/Observer Notes (raw data)

Key Takeaways from the Consult

- Regarding digital distractions, 12 of the 19 students were distracted by their devices at times during class. Of these 12 students, 5 were distracted nearly the whole time. (Reference: Heat map)
 - In our meeting we discussed how some students who are digitally distracted during class show that they were listening in reflection activities
- **Suggestion:** Invite students to put away all electronics during instruction time until there is an in-class task that requires they take out their computers or phones.
- Brother Briggs uses a lot of techniques that seem to engage students including intonation, pacing the front of the room, hand motions, changes in volume, humor, and making personal connections to the material. (Reference: Recorder/Observer notes, lines 1, 3, 8, 9, 13, 14, 17, 19, 22) If the students are not digitally distracted, they appear to be engaged by his teaching style!
 - In our meeting we discussed the flow of the class and how the variety of multiple activities in class also engaged the students, as well as the PowerPoint used.
- Students had positive reactions when Brother Briggs called on them directly to participate (Reference: Recorder/Observer notes, lines 4, 11, 18). On the other hand, there was often a lull before students would respond to questions (lines 8, 9, 16) Brother Briggs always followed up with each student's response!
 - **Suggestion:** Call on students directly more often to help them understand there is an expectation of participation and build their confidence in sharing with the class/ the material.
 - For students who feel uncomfortable speaking in class:
 - They can approach Brother Briggs individually and let him know.
 - There can be a word or option to pass if the student doesn't feel they have anything to contribute.
 - Brother Briggs is considering using tabletop name cards/seating chart next semester to help him learn the student's names faster and continue to help his students feel seen.

Heat Map of Students with Digital Distractions

Key:

Gender: M- male, F- female, **(#)**- Number of times student participated by sharing a comment or question

Type of distraction: Ph-phone, Co- computer

Vid (#)- Mostly distracted during corresponding video #s

Color of box: Red- Student was distracted by their device for most of the class.

Front of Classroom

M Ph	
	M, 5 Co

M, 1 Ph Vid (1)	
	M, 1

	M
	M Ph Vid (3)
M	M Co/Ph

	M Co
	M, 5 Co

SCOT	

M, 6	
M, 4	M, 1 Co Vid (1)
M, 1 Co/Ph	F, 1 Co/Ph Vid (1-3)

M, 3	
	F Co/Ph Vid (2,3)
M Ph Vid (2,3)	M, 1 Co Vid (3)

Recorder/Observer Notes

	TIME:	TOPIC/ ACTIVITY/ INTERACTION	INSTRUCTOR ACTIONS (Direct instruction, questioning, evaluation, Q&A, flow, timing, transitions, flexibility, rapport, etc)	STUDENT ACTIONS (Questioning, responding, attention level, group work, etc.)
1	12:40	Before class	Discussing career with student	Students come quietly into class
2	12:45	Opening class	Asks if students are excited for the lesson and asks for a prayer volunteer. Shares loyalty quote.	Female volunteers for prayer and says it.
3	12:47	Instructor explains goals and agenda (housekeeping items, Week 13.)	Uses hand motions and makes a joke about the weather. Uses pacing and intonation, makes eye contact with the students. Describes layout of day using PowerPoint.	Students are mostly making eye-contact. Distracted students look up when he talks about Week 13. Students are also engaged by the PowerPoint.
4			Asked for questions. Calls out specific student to see if he has a question.	No response to call for questions. Positive reaction- some laughter in room when Brother Briggs calls out student to see if he has questions.
5	12:53	Intro to Video #1 about Hershey	Introduces video. Tech difficulty occurs. After working with the video he asks if anyone is from or has been to Pennsylvania. Follows up on student answers to this question by asking where.	A few students raise hands to this question and respond when he calls on them.
6		Playing Video #1	Sits in chair facing the screen and watches the video	Students watching the video
7	12:57	Video Finished- Hershey Discussion	Describes Milton Hershey. Asks rhetorical q. "What did he do?"	2 males raise their hands and respond.
8			Asks a question and waits for responses. Follows up with students who answer, and also makes dental plan joke.	No answers at first. 2 males answer. Male responds again to Brother Briggs's follow-up
9			Makes personal connection to Rexburg and asks how people feel about the university. Relates to and asks follow-up q. from the student's response.	No answers at first, then a male responds. Students nod and 2 males respond to the follow-up question about finding "Hershey" loyalty.
10	1:05	Plays Video #2, Marvin Window Doors	Plays video #2 and watches with chair facing screen.	Students watching the video
11	1:09	Discussion about video #2	Calls out student to read and compliments him. Asks a rhetorical question about loyal employers. Paces room and makes eye contact with those who are engaged.	Male reads quote out loud. Students nod in response to rhetorical question. Student volunteers answer.

	TIME:	TOPIC/ ACTIVITY/ INTERACTION	INSTRUCTOR ACTIONS (Direct instruction, questioning, evaluation, Q&A, flow, timing, transitions, flexibility, rapport, etc)	STUDENT ACTIONS (Questioning, responding, attention level, group work, etc.)
12			Asks for another quote to be read.	Student reads quote.
13			Uses hand motions as he explains distribution of suffering and shares examples reciprocal loyalty.	Male student gives example of topic.
14			Shares anecdote about his wife in Maryland related to topic. Asks q. related to anecdote.	Male responds.
15	1:18	Video #3: Jeffrey Pfeffer	Introduces then plays video.	Students watch video
16	1:22	Discussion on reciprocal loyalty	Asks q. about topic. Builds off student response.	Long pause, male responds and then responds back to professor
17			Explains contract employment, uses hand motions, intonation.	Male asks a question. About half of the students seem engaged. It's a little hard to hear from the back!
18			Asks a question then calls specifically on the student who just responded.	
19	1:29	Job Loyalty is Dead	Explaining main points. He shares firsthand personal experience relating to the topic, a lot of body movement, and claps at one point.	Male makes a comment. More students are engaged.
20			Asks question and responds back to male who answers.	Male responds.
21			Asks about loyalty and about past v.s. now.	2 males respond.
22	1:36	Faye Navarro	Asks questions about the case. Makes a small joke.	Male responds. Students give thumbs up and show understanding of what he is saying. Students give small reaction to joke.
23	1:38	Intro to group discussions	Poses question for groups. Brother Briggs talks with different groups.	
24	1:40			Most students are done discussing.
25			Goes to quieter groups and asks if they are done talking through everything.	Groups begin talking again based on the questions Brother Briggs mentioned to them.
26	1:42	Whole Class discussion	Brings class back and asks for raise of hands.	3 males respond.
27	1:45	Next Week Plans	Shares next week plans. He answers the student's question.	Student asks a question.
28				Students pack up and chat