

# SCOT Report.



**Instructor:**

Quinn Briggs

**Course:**

WDD 130

**Student Consult:**

Emmanuel Kissi

**Activity:**

Recorder/Observer

**Date of Visit:**

November 7<sup>th</sup>, 2023





**Report Submitted:**

November 27<sup>th</sup>, 2023.

## **Recorder / Observer.**

### **Part 1 – Data Capture.**

Time (Note Transitions)	Activity / Topic Organized By Pasture (Including transition activities)	Instructor Actions (Direct instruction, questioning, evaluation, Q&A, flow, timing, transitions, flexibility, rapport, etc.)	Student Actions (Questioning, Responding, Attention level, Peer Work, etc.)
10:15 am	Class begins/Prayer	The Professor starts class. A student volunteered to offer a prayer to commence.	All students observed the opening prayer.
10:18 am	Spiritual Thought	The Professor shared a spiritual thought from the Book of Mormon; Alma 37:6.	Students listened.
10:21 am	Class Business	The Professor reminds the class about resources available at their disposal to use like the Walk-in Lab and office hours to enable students to receive extra help.	Students actively listened.
10:22 am	Class Business	The Professor reminds the class about upcoming assignments.	Students listened.
10:23 am	Questions	The Professor asked students if they had questions from last week's assignments. →	No one had a question.
10:24 am	Overview of the semester	The Professor talked about what the rest of the semester will look like and further elaborated on upcoming projects and some assignments.	Students attentively listen to the Professor
10:25 am	Questions	The Professor asked students if they had questions. →	Students seem satisfied. No one has a question.
10:26 am	Introduction to the week's Modules.	The Professor talked about the activities for this week with instructions (HTML Homepage)	Students are attentive
10:28 am	Lecture	The professor showed students an example of the Index HTML	Students listened
10:30 am	Lecture (Question)	The Professor asked students a question on an Advertising Blog Post →	A male student responds to the Question asked
10:31 am	Lecture	The Professor demonstrates to students how the blog page is done	Most students watched as the Professor demonstrated it.

10:37 am	Lecture	The Professor continues to demonstrate to his students how to write the codes using VS Code.	Most of the students were paying attention while two of them were distracted looking up for stuff on Amazon.
10:39 am	Question	The Professor asked questions about what he was missing in the code. 	More than one student spotted the error and responded affirmatively
10:40 am	Class Activity	The Professor asked the students to build a wireframe.	Students are actively engaged
10:42 am	Class Activity	The Professor walks students through their Week 09 challenge. The goal of the challenge is to complete a Blog Post.	Students are attentive
10:43 am	Questions	The Professor asks students 2 Questions 	Two different students responded with the right answer.
10:44 am	Lecture (Activity)	The Professor begins walking students through the Week 09 Challenge.	All students participated except one who was doing something different on Amazon
10:53 am	Lecture (Activity)	The Professor paused as students caught an error in the code. He rectified it and continued.	Students caught an error in the code.
10:54 am	Lecture (Activity)	The Professor's next task is to help students fix the style in the code	All students paid attention.
11:01 am	Lecture (Activity)	The Professor continues to demonstrate to students.	All students paid attention
11:05 am	Individual Activities	The Professor gives the rest of the time to students to continue with their codes as he walks through to help students who may have questions. 	Students doing their individual projects
11:07 am	Individual Activities	Students work on their projects as the Professor walks around to answer questions 	Students continue with their projects
11:14 am	Closing Remarks and Reminders	The Professor wraps up the class.	Students getting ready to leave
11:15 am	Class Ends.	Professor dismissed students	Students Depart

## Recorder / Observer Part 2

### Report Summary.

*This report will first report data collected from observation on student participation (participation is defined as students' comments or questions to the professor or the whole class).*

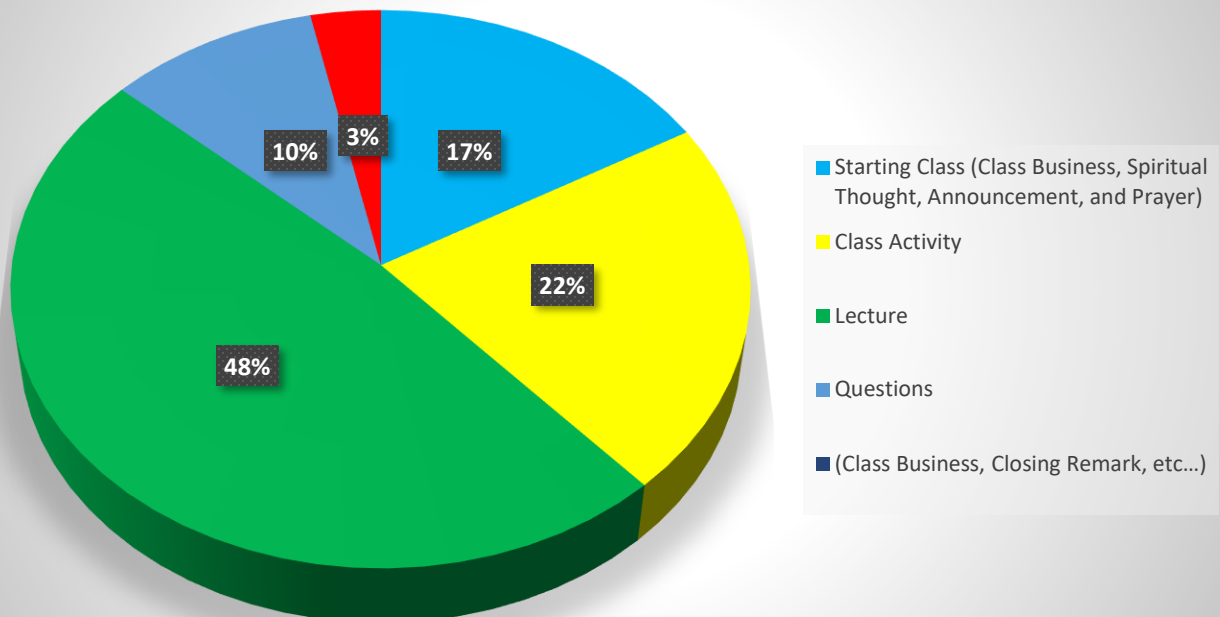
#### General Statistics

Students: 25 Students

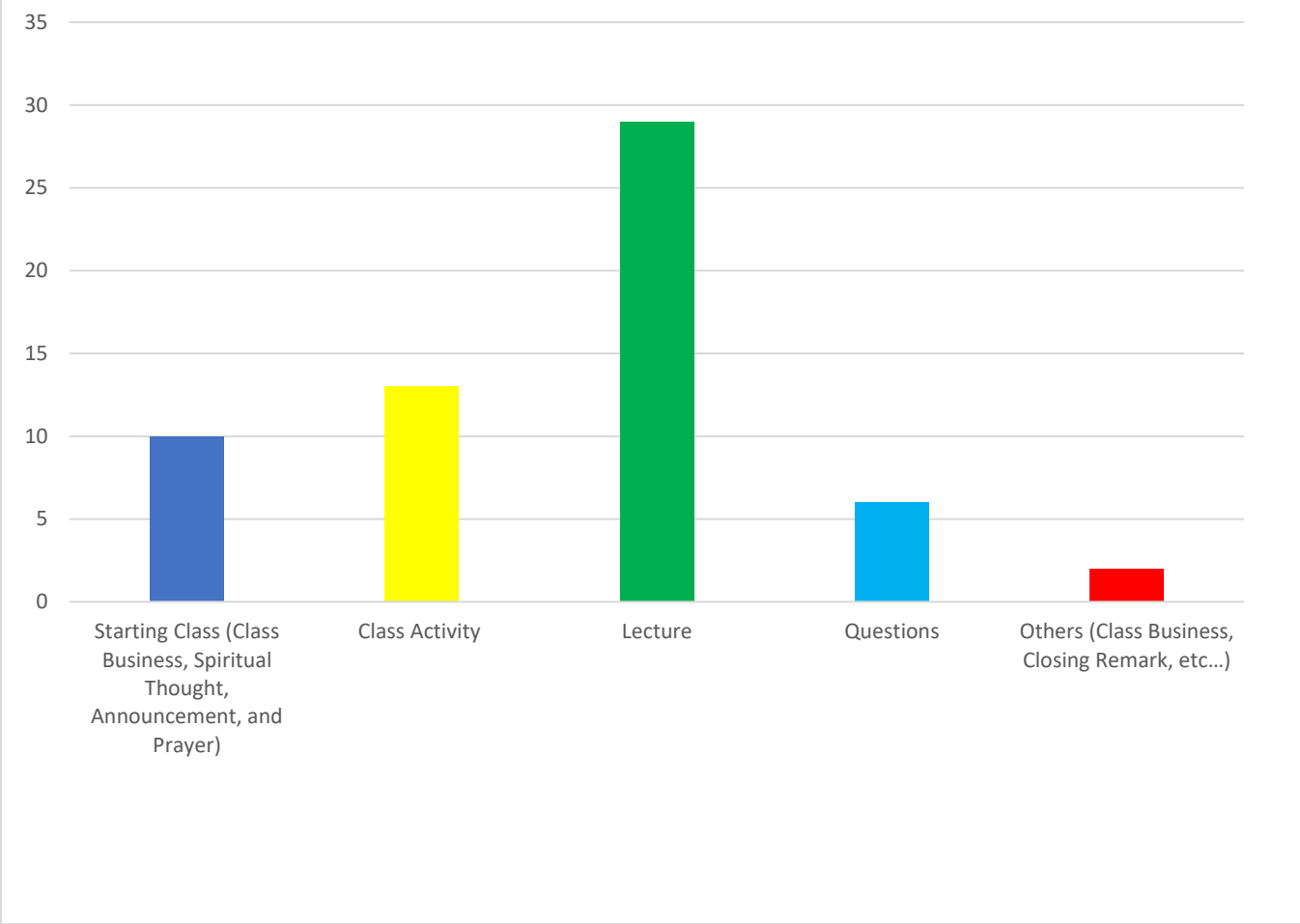
Class Time: 60 Minutes

Class Activities	Time used (min)
Starting Class (Class Business, Spiritual Thought, Announcement, and Prayer)	10
Class Activity	13
Lecture	29
Questions	6
Other (Class business, closing remarks, etc....)	2
Total	60

Time Used (minutes)



Time Used (Minutes)



## Recorder / Observer Part 3

### Selective Feedback from Part 3

#### SUMMARY

#### Strengths:

1. The students demonstrated a commendable level of engagement during both lectures and class activities. They actively listened, responded to questions, and participated in hands-on coding exercises, indicating a positive learning atmosphere.
2. The Professor effectively managed the class time, ensuring a balanced distribution among various activities. The transitions between different segments were smooth, and the overall pacing of the class allowed for both instruction and practical application.
3. The professor communicated clearly and provided detailed instructions during both lectures and activities. This clarity contributed to the student's understanding and active participation in the tasks assigned.
4. The professor demonstrated a positive approach to handling errors during the coding activities. When students identified an error in the code, the instructor acknowledged and rectified it promptly, turning it into a valuable learning moment. This approach fosters a constructive and supportive learning environment.
5. The class activities, such as building a wireframe and working on the Week 09 Challenge, encouraged student collaboration. The fact that students actively engaged in answering questions and helping each other spot errors indicates a positive peer-to-peer learning dynamic within the class.

#### Suggestions:

1. While most students were engaged, it's essential to address distractions, such as students looking up unrelated content during the lecture. Consider implementing strategies to minimize distractions, such as encouraging the use of laptops for class-related activities only.
2. To further foster student participation, consider incorporating more interactive elements into the lecture, such as **group discussions or peer collaboration**. This can encourage a dynamic learning environment and provide students with additional opportunities to reinforce their understanding.