

## SCOT Report



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Course: CSE 290R

Student Consultant: Xuali Pena

Activity: Recorder/Observer

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## **Outline**

- Class Information
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## **Class Information**

There were 9 students in this class: 8 males, 1 female. This class took place from 2 p.m. to 3:00 p.m. on Tuesday, February 18<sup>th</sup>, 2025, at the Science & Technology Center (STC) in Rexburg, Idaho.

## Objective and Goals

Objective <i>This is the broader purpose or aim of the activity.</i>	Goals <i>These are specific, actionable steps or targets that help achieve the objective.</i>
Enhance Teaching Effectiveness <ul style="list-style-type: none"> <li>Provide comprehensive feedback to help the professor improve their teaching methods and student engagement.</li> </ul>	Pacing & Engagement <ul style="list-style-type: none"> <li>Ensure appropriate class pacing.</li> <li>Determine if enough questions are being asked to engage the 12 students.</li> </ul>
	Material Presentation <ul style="list-style-type: none"> <li>Assess how well the material is presented.</li> <li>Evaluate if breaks are taken at appropriate times.</li> </ul>
	Student Feedback <ul style="list-style-type: none"> <li>Gauge how the teaching is received by the students.</li> <li>Observe student engagement levels and participation.</li> </ul>
	Teaching Effectiveness <ul style="list-style-type: none"> <li>Evaluate the overall effectiveness of the teaching delivery.</li> <li>Provide a second opinion on whether the professor talks too much.</li> </ul>

Commented [MA1]: I like this section, very clear and allows the professor to see what you are looking for

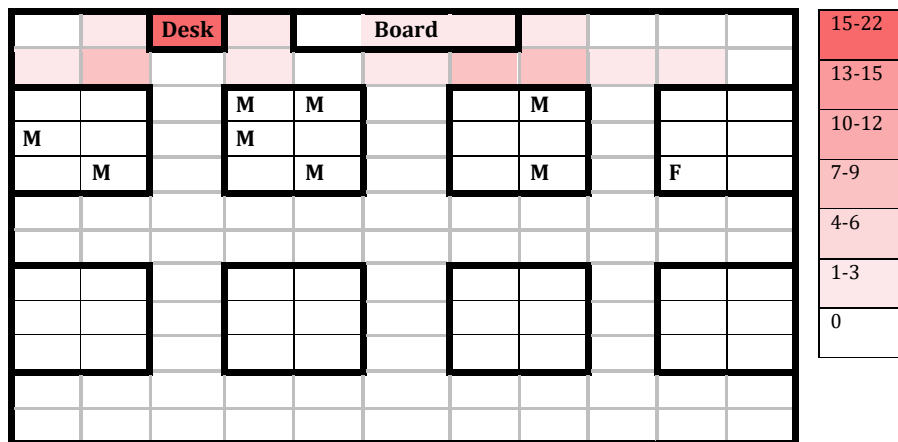
## Observations

In this section you will find the results recorded during the consultation, divided into observations made about the students and the instructor.

### Instructor Observations

#### Heat Map

*Moving around the classroom encourages a more engaging, supportive and effective learning environment. This dynamic approach helps maintain students' attention.*

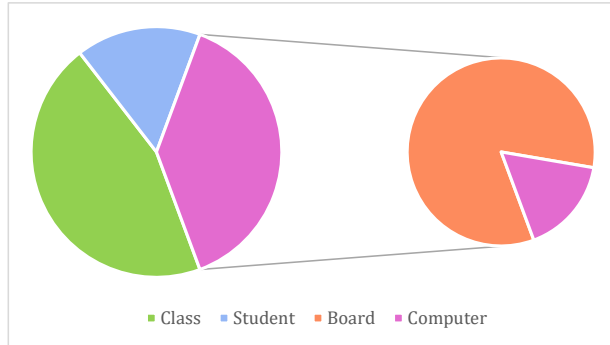


**Observation:** This map highlights the areas where the instructor spent the most time during class. The data shows that **the instructor stayed most of the time by the desk but also moved a lot around the front of the classroom.**

**Highlight:** The instructor **tends to move frequently while teaching whenever possible.** He stays by the desk only when necessary, spending most of his time among the students.

## Focus Trend

*Eye contact engages students, enhances communication, and builds trust. It helps teachers determine understanding and demonstrate confidence, creating a more effective learning environment.*



Class	45%
Student	10%
Board	32%
Computer	7%

**Commented [MA2]:** Both the charts and the explanations are effective and simple, the bolding points out key elements. I like it!

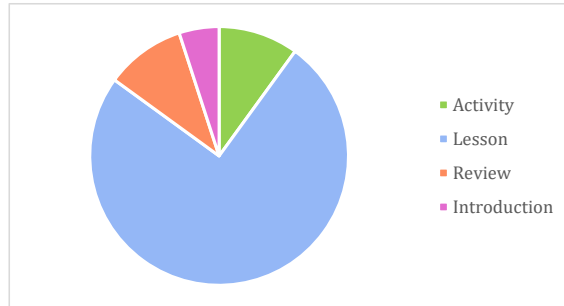
**Observation:** This pie chart illustrates the instructor's focus trend during class. It shows that **55% of the time** was spent looking at the **Class and Students**, while **39% was directed at** objects such as the **Board and Computer**.

**Highlight:** The instructor demonstrates a **nearly equal balance between engaging with the students and utilizing instructional materials**. The SCOT observed that the instructor **frequently referred to the board while teaching from slides but consistently worked to maintain the students' attention**. Given that this is a Computer Science class, it is essential for the professor to focus on instructional materials. **It is impressive that the instructor managed to keep the focus on the students for most of the time.**

## Time Breakdown

*A balanced class structure keeps students engaged, enhances understanding, improves retention, encourages peer interaction, and adapts to their needs.*

Activity	10%
Introduction	5%
Lesson	75%
Review	10%



**Observation:** This pie chart illustrates the class structure. The lesson consumed the most time at 75%, followed by the activity at 10%, the review at 10%, and the introduction at 5%

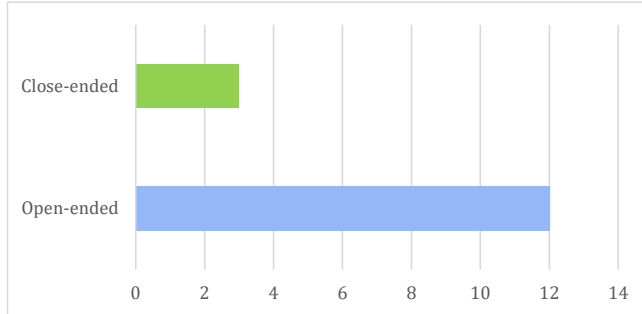
**Suggestion:** While it's recommended for the lesson to take most of the time, **consider balancing it with more time for other activities to prevent the activities from feeling rushed.**

**Commented [MA3]:** This chart is confusing because the color do not match. I felt it made it hard to understand what you are saying. Make sure the key and the chart match up color wise

Also in the suggestion box below, did you mean giving more time for the activities so pacing of the activities is not rushed? Because I read it as the lesson being rushed which would not make sense.

## Close & Open-ended Questions

*Using both types of questions can create a well-rounded, engaging learning environment for students.*



Commented [MA4]: Capitalize "Closed-ended..." below

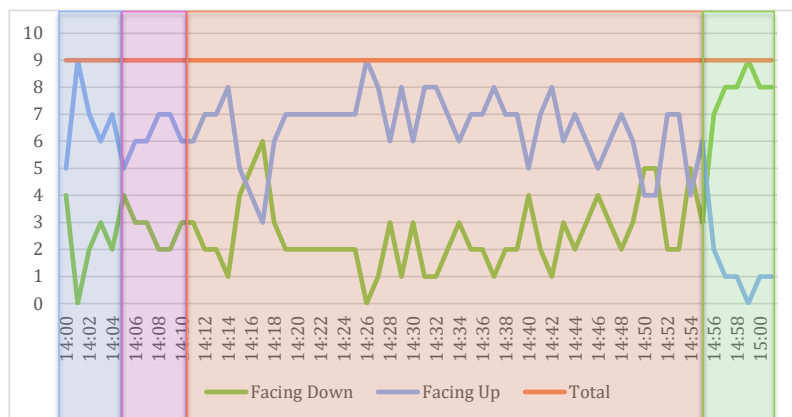
**Observation:** From this graph we can see a total of 15 questions made by the instructor over the course of one hour. Of these, **80% were Open-ended questions and 20% were Close-ended questions.**

**Suggestion:** The instructor should **incorporate more Open and Closed-ended questions throughout the class.** This balanced approach will **capture both specific and in-depth information.**

## Student Observations

### Facing Up & Down

This category measures the number of students facing down, typically using their electronic devices. It helps determine whether they are paying attention to the lesson or engaging in other activities on their electronic devices.



**Commented [MA5]:** I would make sure to explain this well to the professor as this is a little hard to interpret. I saw that your observation/suggestion comments were more related to facing down data in the chart.

Introduction

Review

Lesson

Activity

Observation: Data on students "facing down" during class reveals significant variations during different activities:

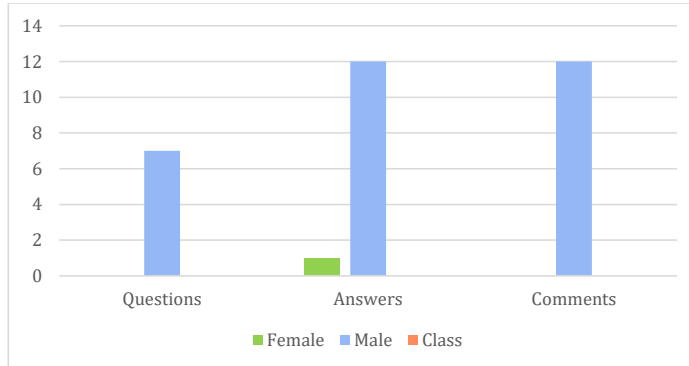
- **Introduction:** A drop in students facing down as they focus on the teacher.
- **Review:** A peak in students facing down, which then decreases in the next section.
- **Lesson:** Initially, a decrease in students facing down, followed by an abrupt peak. After that, it lowers and maintains but gradually increases.
- **Activity:** Most students face down during this section as they work on their devices.

**Suggestion:** Peaks and dips in students facing down can be attributed to various reasons. Although, **students seem entertained by the instructor's teaching style.** Instances not related to activities or note-taking suggest a lack of focus on the class or instructor. **This could be improved by increasing interaction through direct questions, frequent movement around the classroom, and engaging activities.** These strategies can help maintain student attention and engagement.



## Student Actions – Ratio

*A balanced participation in questions, answers, and comments from both female and male students, as well as from the overall class, offers several benefits: promoting inclusivity, encouraging diverse perspectives, and building confidence.*



Ratios	
Questions	0
Answers	0.1
Comments	0
Overall	0

**Observation:** The graph shows student participation in three categories: Questions, Answers, and Comments. **Male participation is highest in each category**, with 8 males and 1 female attending the class. **Male participation peaked at 24 in "Answers" and "Comments."** **There were no class actions in any category.**

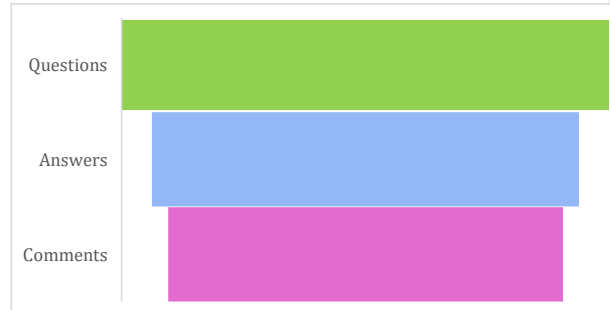
**The ratios table reveals an imbalance in each category. The ratio for answers (0.1) shows to be the highest. Overall, there are 0 female actions for every male action.**

**Suggestion:** To address the imbalance in every category, **consider implementing strategies to encourage more female students to participate.** This could include **targeted encouragement, smaller group activities, and question rotation.** Balancing participation can create a more equitable and engaging learning environment for all students.

## Class Engagement – Ratio

*This section shows the ratio of student actions to instructor questions. Having several actions per question made by the professor indicates how comfortable the class is in participating and fosters an active discussion environment.*

Questions	15
Answers	13
Comments	12



**Observation:** This funnel chart displays the number of questions asked by the instructor and the answers and comments made by the students. The chart reveals a **ratio of 1.67**, meaning that **for every question posed by the instructor, students responded with one and a half actions** (answers or comments). This indicates an active and participatory classroom environment.

**Suggestion:** To further enhance student participation, the instructor could aim to increase the ratio of student actions per question asked. This can be achieved by **posing more thought-provoking questions, spreading them throughout the lesson, and encouraging more students to respond with both answers and comments.**

## Raw Data

Recorder/Observer														
Time	Activity	Instructor Observations					Students Observations							
		Movement	Focus Trend	Open-ended questions	Close-ended questions	Notes	Facing Down	Questions		Answers		Comment		Notes
								F	M	F	M	F	M	
2:00	Introduction	I2	Class			Teacher seems familiar with the students, personally talks with each one of them one student feels comfortable enough to ask for the lights to be brighter	4							
2:01		C1	Class		1						1			
2:02	Agenda	G1	Class				2							Two students come in
2:03		C1	Board				3							1 Student left, 1 student came in
2:04		H2	Class				2							Student comes back
2:05	Review	C1	Class	1		made 2 jokes	4				1			Class laughs both times
2:06		H2	Class	1			3				1			
2:07		F1	Student				3							
2:08		H1	Class				2							
2:09		F1	Student	1			2				1		1	Student made a joke and class laughed
2:10		J2	Student	1				3			1			
2:11		H2	Class				3							
2:12		G2	Class				2							
2:13		G2	Class		1		2		1					
2:14		C1	Student				1							
2:15		C1	Computer	1			4				2			
2:16		C1	Computer				5						1	

2:17		C1	Board				6									
2:18		C1	Class				3									
2:19		F2	Class				2								Student had a question, but teacher didn't see them	
2:20		B2	Board				2							1		
2:21		B2	Board				2									
2:22		C1	Class			2 jokes	2		1						Class laughs	
2:23		H2	Class				2									
2:24		H2	Class				2									
2:25		F2	Class				2								Students seem entertained with the way the instructor is teaching	
2:26		F2	Class		1	Voting	0				2					
2:27		D1	Board				1									
2:28		C1	Computer				3									
2:29	Lesson	B1	Board			Joke	1								Class laughs	
2:30		B2	Board				1									
2:31		B2	Board	1			2				1					
2:32		B2	Board	1			3				1					
2:33		C1	Board				2		1							
2:34		C1	Class				3									
2:35		D2	Class	1			2		1					1		
2:36		G2	Class				2									
2:37		G2	Class	1			1				1					
2:38		G2	Class	1			2				1			1		
2:39		G2	Class				2									
2:40		H2	Class				4									
2:41		H2	Class				2									
2:42		C1	Student				1		1					1		
2:43		B1	Class				3									
2:44		B1	Board				2									
2:45		C1	Computer				3							3		
2:46		C1	Board				4									
2:47		B2	Board				3									
2:48		C1	Student			Student helps out the teacher,	2							1		

						the teacher appreciates it										
2:49		C1	Board	1			3									
2:50		C1	Board				5									
2:51		C1	Board				5									
2:52		C1	Board				2									
2:53		C1	Board				2									
2:54		C1	Board	1			5									
2:55		H2	Board				3									
2:56		G2	Class				7		1							
2:57		A5	Student				8		1							
2:58		A5	Student				8								Student leaves	
2:59	Activity		Class			Teacher pacing around	9							1	Student leaves	
3:00		A2	Student			Teacher says goodbye to each student leaving	8							1	Student leaves	