Teaching Observation Letter

Instructor: Shawal Khalid   **Class:** CS 3704 Intermediate Software Engineering

Observer: Hannah Harris   **Date:** Wednesday, March 27, 2024

Introduction: Instructor Khalid was observed teaching CS 3704 Intermediate Software Engineering on Wednesday, March 27, 2024. The course was taught in Torgerson Hall 1060 and scheduled for 12:20 p.m. to 1:10 p.m. The teaching station is located at the front of the room facing five rows of student seating with approximately 100 total seats. There are two large projector screens at the front of the room. A total of 98 students are enrolled in the course with approximately 39 in attendance on the observation date.

Design of the Lesson: The class structure this date was lecture-based instruction. Lecture began at 12:20 p.m. with verbal and visual announcements and reminders. Instructor Khalid provided a PowerPoint presentation review of a content-specific research article. At 12:54 p.m., lecture concluded, and students were engaged in an individual response summary activity comprised of seven total questions (one true/false and six multiple choice questions). Instructor Khalid reviewed the correct response to each question as the class responded. Class was dismissed at 1:05 p.m.

Instructional Strategies: Instructor Khalid's primary instructional strategy this class meeting was lecture. Lecture is an effective method for helping students acquire knowledge by synthesizing information and creating the opportunity to highlight key points and concepts. In addition to presenting information in the lecture format, Instructor Khalid integrated the use of real-life examples via her own research. Connecting real-world examples to lecture content can build classroom engagement and foster critical thinking.

Instructor Khalid also integrated active learning strategies via individual response questions at the conclusion of the class meeting. Active learning strategies can support retention of knowledge and facilitate student engagement.

Presentation Skills: Instructor Khalid arrived in the classroom more than 10 minutes before the scheduled start and efficiently managed the needed AV equipment. Pacing, voice articulation, vocal variety, and delivery method were all optimal for conveying the information. PowerPoint slides included a balanced amount of text and images. Effective use of PowerPoint presentations supports learners' retention of information.

Student Engagement/Rapport: Instructor Khalid was observed engaging with students both prior to and following class. Student initiated discussion and conversation outside of class time indicates positive rapport.

Design of Course: This section includes information pertaining to an objective review of the course syllabus, timeline, learning management system (LMS), and assignment descriptions created by Instructor Khalid.

Instructor Khalid designed a clear and concise course syllabus containing all University required elements, clear course specific expectations, and links for accessing additional information through GitHub and Canvas. The timeline for the course articulates course topics by date, due dates for assignments, and links for assignment instructions. The resources provided also indicate Instructor Khalid integrates project-based learning pedagogy within the course design to facilitate the acquisition of knowledge and skills as outlined in the learning objectives. Project-based pedagogy is noted to support the development of content knowledge, disciplinary skills, problem-solving, and communication skills when integrated appropriately. Furthermore, Instructor Khalid provides support with assignment completion by providing rubrics for each assignment.

Items to Consider: Instructor Khalid created and led a successful lecture-based class. Based on the above observation, and with the goal of supporting her desire to enhance her teaching, there are three items to consider.

- Integrate learning breaks during class times when lecture is the primary instructional strategy. Attention begins to decline 10 minutes into lecture which can reduce students' ability to retain information presented beyond that time. Best-practice suggests segmenting lecture classes by delivering content for 10-15 minutes and then creating space for a learning pause or activity to re-engage students with the material.

- Consider implementing metacognitive activities to facilitate deeper learning and support the development of lifelong learning strategies. Including metacognitive activities in preparation for class, such as an online quiz, class polling or small group discussion at the start of class can help students understand the goal of the class meeting and related outside of class activities. Integrating reflective activities at the conclusion of class can help support learners' ability to clarify their thinking and facilitate long term retention of key information.

Overall: Instructor Khalid developed and implemented a successful class and has developed a positive rapport with her students.

Thank you for connecting with the Center for Excellence in Teaching and Learning. It was a pleasure to observe your teaching.

With gratitude,

Hannah L. W. Harris, OTD, OTR/L
Assistant Director of Professional Development

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