

CLASSROOM OBSERVATION FORM

The observation of instruction is designed to create opportunities for growth and improvement. While providing a syllabus and materials for the session's activities in advance of the observation will help the observer prepare for the instruction they will be observing, the observation still captures but a single point in time. Areas left unchecked below reflect only the absence of the specific item during the observation. These areas, as well as all topics on the form, should be discussed in a follow-up discussion between the observer and the instructor. Through this process, the observer will seek to offer insights useful to the instructor in the improvement of her/his teaching.

Course Title/Section	CIT-245, Data Structures and Programming: C++	Instructor	Eric Darsow
Length of Course	M/W 12:30 - 1:45	Length of Observation	12:30 - 1:45
Observer	Rebecca Elinich DuPont	Date	11/2/2020
Subject Matter Treated in Lesson	Continuing with GIT, and Tree Structures		

LEARNING ORGANIZATION AND MANAGEMENT			
1. During the observed class session(s), did the instructor demonstrate the following behaviors? (Check if observed.)			
A. Started and ended class on time	<input type="checkbox"/>	D. Took action to involve the student(s) in the class activity, as appropriate.	<input type="checkbox"/>
B. Was prepared to conduct class.	<input type="checkbox"/>	E. Clearly explained the learning objectives for the class.	<input type="checkbox"/>
C. Made attempts to engage students in learning activities planned for the class session.	<input type="checkbox"/>	F. Summarized the major points at the end of each topic and at the end of the session.	<input type="checkbox"/>
KNOWLEDGE OF SUBJECT MATTER			
2. During the observed class session(s), did the instructor demonstrate the following behaviors?			
A. Explained concepts clearly.	<input type="checkbox"/>	C. Responded adequately to student questions.	<input type="checkbox"/>
B. Gave timely and relevant examples to illustrate concepts.	<input type="checkbox"/>	D. Provided culturally relevant examples applicable to student learners when appropriate.	<input type="checkbox"/>
TEACHING STYLE			
3. During the observed class session(s), did the instructor demonstrate the following behaviors?			
A. Spoke clearly and audibly	<input type="checkbox"/>	G. Interacted appropriately with individual students and/or small groups during the class session.	<input type="checkbox"/>
B. Showed expertise with and enthusiasm for the subject matter and teaching.	<input type="checkbox"/>	H. Elicited feedback validation of student understanding of the material.	<input type="checkbox"/>
C. Treated all students in an equitable manner	<input type="checkbox"/>	I. Where appropriate, used a variety of techniques that reflect an awareness of different learning styles (e.g., small group activities, student presentations, hands-on practice, assessment activities).	<input type="checkbox"/>
D. Encouraged questions and student participation, when appropriate.	<input type="checkbox"/>	J. Used web-based resources, PowerPoint, or other technological tools, when appropriate.	<input type="checkbox"/>
E. Gave students an adequate amount of time to respond to questions.	<input type="checkbox"/>	K. Encouraged or required students' engagement in out-of-class activities related to the course (e.g., work with other students, participation in campus events, service learning, email communication with instructor/other students)	<input type="checkbox"/>
F. Provided feedback that gave students direction for improvement.	<input type="checkbox"/>	L. Acknowledged the diverse perspectives of student experiences.	<input type="checkbox"/>

ENCOURAGEMENT TO ENGAGE IN CRITICAL THINKING

4. During the observed class session(s), did the learning process designed by the instructor encourage students to engage in cognitive processes, including synthesizing and organizing ideas, information and experience in new ways and/or applying theories or concepts to practical problems in new situations?

☐ Yes

5. Overall, did the instructor create an engaging learning experience during the observed class session?

☐ Yes

OBSERVERS' COMMENTS: Very good start to class - Provided overview and goal of the class to students. Really interesting depiction and use of the Vacuum World problem - Like the demonstration. Overall I really like that the class interactions - Working through a program together is a great practice. Really like the use of the socrative website for checking understanding with the students. Good to check for understanding through the use of the quiz. 23 students attended/25 students enrolled

CLASSROOM OBSERVATION SUMMARY EVALUATION

The overall evaluation of the class session(s) observed was:



Satisfactory



Unsatisfactory

OBSERVERS' RECOMMENDATIONS: With the group working through the problem, I wonder if it could have gotten some of the quieter students more involved by doing break out rooms and maybe having each group take a part of the program, to come back together and build as teams.

Overall - Very engaging and good choice of example!

Signature: Dr. Brenda Trettel

Date: 11/2/2020

Signature: Dr. Rebecca Elinich DuPont

Date: 11/2/2020

INSTRUCTOR COMMENTS: I was pleased with the observed lesson from the standpoint of student engagement. The course content was meaty, indeed, and the students have been working hard to grapple with the core concepts over the term. Concerning the N/A for Item L: Acknowledge the diverse perspectives of student experiences. I believe that even in a programming course I must work to craft class experiences which draw on the diversity of life experiences among my students and will strive to do so with increasing vigor as I plan lessons for next term. Using culturally diverse examples is certainly possible in programming, although I must be creative in connecting them to course content so they are complementary and not distracting.

Signature:



Date:

DEC 16 2020