

CCT Classroom Observation Form

To be completed by the graduate student being observed

After this section is completed, email this document as Word Doc to your observer.

Instructor: Christina Bejjani (with Dr. Roberto Cabeza & Matt Stanley)

Date/Time: Tuesday, September 25th; 8:45-9:35 a.m.

Location: Social Sciences 124

No. of Students: 7

Course Title: Introduction to Cognitive Psychology (PSY 102), discussion section 2

Topic(s) of Day: Long Term Memory Structure, via an online lab they did before class and a paper they read before class. (They post questions about the paper to Sakai before class).

1) The goal or outcome I have in mind for my students during this class session is:

I want students to identify the principles of implicit learning and differences between implicit and explicit learning, assessed via an in-class demo and guided discussion of the article they read and the lab they performed.

I want students to synthesize this discussion with what they will hear in lecture about long term memory structure next Monday and Wednesday, October 1st and 3rd (timing is not ideal, but not determined by me).

2) During this class session, I would like the observer to pay particular attention to, and give me feedback on the following:

Do I seem comfortable leading the discussion? Do I go too fast through the material? Do students seem engaged in the material? I wonder generally what the classroom dynamic seems like to someone else.

One particular thing I regret is not doing more community building exercises at the beginning of the class. I worry that the dynamic of the class is that folks expect only a few people to respond to the questions and otherwise just show up as warm bodies in the classroom, because they get participation points for attendance.

I think this is less of an issue for my Tuesday morning class (7 students) than my Tuesday afternoon class (18 students), which has more students.

To be completed by the observer

Use your handwritten “field” notes to create narrative answers. Your responses to these questions may vary in length. Focus on what you saw that 1) acknowledges what was done very well in the class session, and 2) provides constructive feedback on aspects of teaching that are actionable. Email this completed observation form back to the TA/instructor as a pdf.

Your name _____ Antong Liu _____ Date completed ____ 09/25/2018 ____

1) Describe what happened in this class session. What was done by the TA/instructor and/or the students? What teaching methods did you observe? How effective were these activities and methods in achieving the goal or student outcome that the TA/instructor had set out for this class session? Explain.

In the observed class session, the instructor discussed with students their last session, carried out a demo that involved students' participation, guided students to discuss the result of this demo and the reading material for this week, and at last asked students to write down anonymously their further questions on the reading and their feedback on the session. She also made use of slides to assist her instruction. She was friendly, approachable, and comfortable with teaching, resulting in a relaxing atmosphere in the classroom. All of these methods seemed very successful, and all students appeared very engaged throughout the class and participated very actively.

2) What “worked” particularly well during this class session? Were there any small-group activities, assignments, or teaching strategies in particular that you think the TA/instructor should continue to use?

As mentioned above, all the methods employed worked very well and should be used in future sessions. Given the nature of the class, the demo is particularly useful to relate students' personal experience to the science behind it.

3) Was there a point during this class session when the TA/instructor “lost” student attention? If so, what do you think caused it? How did the TA/instructor react, what did he/she do to regain student attention? Were the TA/instructor’s efforts in this regard effective?

Students paid attention to the instructor throughout, despite the fact that (or precisely because) this was an early morning session.

4) How did the physical surroundings or environment of the class session affect the learning experience, if at all? (For example, the temperature or set up of the classroom, the time of day,

number of students in the class, outside noise, lighting, problems with equipment or technology, etc.)

The classroom is way too big for this class.

5) What suggestions do you have for the TA/instructor you observed in terms of expansion of particularly effective teaching strategies, improvement of teaching strategies that didn't work well, solving problems you observed, etc.?

This class is in general very successful. The minor suggestions that I have are:

1. While speaking softly helps foster a relaxing atmosphere, the instructor might want to speak louder, as this may become a problem when the size of the class is bigger or when students are not able to pay full attention (such as in an afternoon session).
2. The class ended a bit too early (almost 8 minutes out of 50) than scheduled. The instructor might want to either lengthen the time for guided discussion, or add more materials to the class.
3. The instructor could consider interacting with students on some non-academic topics shortly before the class starts so as for students to "warm-up."

6) Other comments or observations:

The instructor tried to call students by their names. It appeared to me perfectly fine even if she did not do so. To get more students engaged in discussion, it might work to ask students to raise questions on Sakai before the class. This way, the instructor could use these questions on class, and students who raise the questions discussed may want to say more about them.

In general, the instructor has done quite well for this session, and she should feel proud of it.

Feedback form adapted from Benedictine University Center for Teaching and Learning Excellence