Classroom Observation Feedback Form

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Instructor: Runjing Lu	Date(s) of observation:July 18, 2018 5pm
Course code and name; Topic(s): Financial Accounting	Length of session:
Year level and number of students enrolled: ECON 4, 40 students	Observer: Noni Brynjolson

Goals for learning and teaching	Observations and Suggestions
1. Communicates effectively Examples may include, but are not limited to... ● Demonstrates effective lecture strategies (ie public speaking skills, eye contact, pauses for questions, uses space well) ● Instructor is organized (arrives and ends on time, seamless integration of resources/ technology into lecture) ● Ensures presentations are legible and orderly ● Communicates content at a level students can understand	Observations: During this class, Runjing was an effective and engaging speaker, holding students' attention and explaining materials clearly. The class was well organized, and there were several opportunities throughout to check in with students to make sure they were understanding the content. Comments and suggestions: Very minor suggestion -- powerpoint slides occasionally had a lot of text, and it could be more visually engaging if there was more variation in terms of images, text size and text color.
2. Clearly aligns instructional design Examples may include, but are not limited to... ● Develops the structure in a coherent manner that is appropriate for goals and holds students' attention ● Links the session to past concepts, course, and wider contexts ● Ensures students are made aware of key learning outcomes and their link to assessment ● Provides clear directions for tasks and how they are evaluated ● Establishes closure, aims to help students understand major issues and identify individual learning needs	Observations: The class was divided between lecturing, clicker questions and partner discussions. Directions for each task seemed clear, as did the reasons why they were learning particular accounting methods (direct vs indirect). Runjing made good use of the chalkboard, helping students through various stages of problem solving. Comments and suggestions:
3. Builds upon students' prior knowledge, and encourages students to expand their conceptual understanding Examples may include, but are not limited to... ● Is aware of and/or determines students' prior knowledge, and takes them conceptually beyond this level ● Models expert-like thinking for difficult concepts ● Relates concepts to practical situations and/or incorporates current research ● Answers student questions with clear and sufficient reasoning ● Actively seeks feedback on students' understanding and acts on this accordingly	Observations: Students were given many opportunities to practice solving problems and applying ideas themselves, including in clicker questions and short example questions. They were very comfortable asking Runjing to explain specific aspects of the problem, and she responded clearly, often saying "does that make sense?" to make sure everyone was on the same page. Several times, I heard students saying "Ohhhh -- now I understand," and it was great to hear these moments of understanding and realization happening in the classroom as they had the chance to figure things out themselves and build upon prior knowledge. Comments and suggestions:
4. Ensures students are actively engaged in learning Examples may include, but are not limited to... ● Encourages students to offer their own knowledge, ideas or opinions and allows ample time and opportunity, ● Effective discussion facilitation (e.g. helps students extend their responses, uses questioning techniques that encourage student engagement) ● Activities are designed to provide immediate and constructive feedback to students, where appropriate ● Introduces activities in which students interact with one another and encourages respectful interaction; arranges room to allow for interaction	Observations: Students seemed very engaged throughout the class, and they had multiple opportunities to speak to each other, ask questions, or practice solving problems. Compared to my first observation, there was a higher level of engagement and discussion, and a lower level of distraction in the room. The clicker questions seemed to work really well -- especially giving them a chance to discuss their answer and redo a second time, which had a major impact on the correct response rate. This is a class in which students clearly feel comfortable trying things out, asking questions, and struggling, and Runjing often uses positive reinforcement to encourage their questions. Example: "You are doing a very good job because you're asking me some of the core questions, if you weren't asking these questions I would be worried."

	Comments and suggestions:
5. Cultivates an inclusive classroom Examples may include, but are not limited to... ● Demonstrates rapport with the students, ● Focuses on building confidence and intrinsic motivation, and promotes a growth-mindset about intelligence, ● Employs equitable teaching strategies to encourage participation of all students, e.g. wait time, hand raising, circulating in room and connecting with groups, think-pair-share, assigning group reporter, minute papers, etc.	Observations: Runjing posted the results of a mid-quarter feedback survey she did with students, and told them they could access the responses on their course website. This was a great way to be transparent with students and address their needs. She is also starting to podcast the class to make it more accessible, and has invited students to a study session outside of class time with the TA (also available as a podcast). Comments and suggestions:

Overall comments:

Plot this class session on a continuum from teacher-centered to learner-centered.
(Draw or move the blue X)

Teacher-centered classroom ←————————————— ✕ —————————————→ Learner-centered classroom
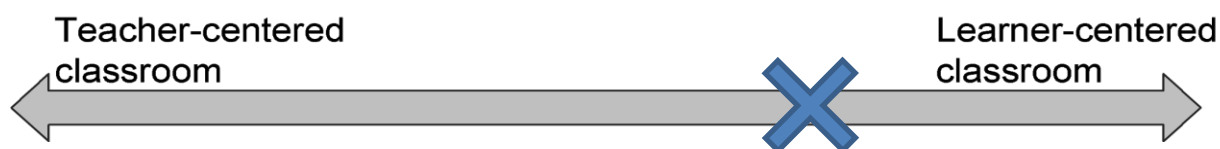
To be completed at Post-Observation Meeting:

As an instructor, what 2-3 things could you do to move closer to a learner-centered community?