The setting I observed was one of a lecture hall of perhaps 300 students in total. The instructor was using the time to lecture students on concepts within electrochemistry, a subject in which I would soon be doing research. He covered the galvanic cell, which is a simple introductory topic, but he didn't cover it mathematically, but rather simply conceptually. His role appeared to be simply that of someone who has an understanding of the subject and has conducted research, attempting to bring the concepts to an introductory level for the students to follow easily.

The instructor in this setting, simply was dispensing knowledge to the students using a combination of slides that were written on paper, which were presented using an electronic projector. He also employed the chalkboard on numerous occasions to further develop topics that he was covering that day. It seemed rather odd, however, that there was a great deal of redundancy between his slides and the information written on the board. I found it easy to follow, but rather interesting that he would have chosen not to simply write the information of the board, or highlight portions within the diagram.

During the lecture, he would ask a question of the audience, but it seemed as though it was not interactive. It seemed like a situation in which he had learned in the past a truism that it would be a favorable teaching strategy to teach interactively, but rather than implement it in an engaging way, he simply asked simple deductive questions. I find this not to be effective because it lends itself to responses from only the usual suspects within the class. I think a more effective strategy would be to poll the class on what predictions they had using a demonstration, rather than simply ask an easy question that would engage one student out of a room of three hundred.

I think the fact that he used relatively little technology in his lecture also worked to his disadvantage. Rather than using a dynamic schematic, with moving parts, animations, and color differentiation amongst all of the components, it instead felt like a stagnant lecture with little engagement. This is not to suggest that information cannot be presented to students in this fashion without comprehension, but I feel as though this information can be obtained from a book much more easily that a lecture can deliver. Reading is much faster than speaking, so referring people to a diagram is not an effective teaching strategy. He also did not employ much demonstration in his lecture. I feel that seeing is believing, and the goal of students attending class is to create an environment wherein this information can be absorbed in a fashion where students can create an intuitive model within their head, rather than inform the students on a purely factual basis, which, again, a book could do much more thoroughly and quickly. The idea of a lecture is not to create references for the students in the way that a book tries to do, but rather to inform the students in a way that they can apply to new problems.

I am getting a PhD currently, with the intent to eventually teach college-level physical chemistry and perhaps at the graduate level. I will use the experience to create lectures that are not only more engaging, but that will use more dynamic explanations of the material that will sit with the students longer. One lecturer I find particularly effective is Walter Lewin, a physicist at MIT. His lectures are
available online for free on both Youtube and iTunesU. He lectures almost solely from the blackboard, but uses a great deal of demonstrations to his advantage. He demonstrates the efficacy of the models which he is developing on the blackboard to explain the natural world. I perhaps would not take this approach, as I find that lecturing electronically is more efficient in that older lectures can be modified and repackaged to reach the next years students, whereas this reproducibility with a blackboard lecture is much less probable. However, I feel very strongly that a physical demonstration is very convincing. This is somewhat more difficult to do with chemistry, as most demonstrations usually require bulky instrumentation, or caustic substances that are best kept in the lab. However, using electronics lends itself to much more demonstrations that might be videos that are proof of concept.
Observation Report by [name]

Describe the academic setting that you observed. Include the professional's role in this setting. What were the goals for this class or laboratory? Were the goals accomplished?

I observed Professor [name], the instructor for STAT [Course] class at room [Room] of [Building]. It was a class of about sixteen American and international students. Some of them were not Statistics majors but were required to take the course to fulfill their program requirement. The lecture held for one hour and fifteen minutes to discuss “Linear Filter”. The goal was to introduce the students to the concept of designing filters with different bandwidth and specification using the statistical formula. He successfully accomplished that by demonstrating some calculations on the blackboard and deriving the necessary formulas as well as relating them to the subject. He was able to correlate the idea to real life experiences and as well linked it to other subject areas.

Describe the instructional strategies that enhanced the class or laboratory that you observed. Consider the degree of involvement and interaction that the students had with each other and the professional.

Professor [name] started by greeting the students and asking them about previous issues they had and ensuring that everyone was comfortable and happy to take the class. He really made everyone feel very important and recognized. It was good! He then started the lecture by talking and demonstrating most of what he says on the blackboard as he introduced the basic concepts needed to understand the topic. He defined a linear system and from there moved to signal systems and finally arrived at the filter design. Throughout the lecture, he explained the concepts with suitable examples which enhanced the understanding of the concept by illustrating its application in real life. As he proceeded, he asked questions to keep the students focused and told stories that relate to the idea he was talking about. This helps the students to keep the subject in their memory for a longer time. He also made some drawings to help in proper understanding of the concept. I noticed how he ensured everyone was following by talking to the students one on one when necessary. It was more of a discussion and they felt comfortable stopping him and asking him questions at will.

Discuss what you have learned from this observation that you would like to include in your own repertoire of instructional strategies.

I was greatly impressed by the fact that Professor [name] did the lecture without referring to any piece of paper and calculating and deriving all the formulas effortlessly. It showed he has a mastery of what he was teaching. He was able to keep the students alive and focused by asking questions of other real life experiences that related to the course. He made it alive also by the stories he told occasionally and cracking some jokes as well. It
made the students laugh and be happy. Above all, the ability to link the subject to real life activities goes a long way to aid understanding of any subject.

**Open-ended response - please use this question to add information not covered in the other three questions.**

Even though the class was not very well equipped, the students were all happy and active in the class from the beginning to the end. I believe they all look forward to having this class always due to the jokes, stories and the main concepts that were very enjoyable. Professor [REDACTED]'s teaching style is really impressive and worthy of commendation.
Observation Report by [Redacted]

1. Describe the academic setting that you observed. Include the professional's role in this setting. What were the goals for this class or laboratory? Were the goals accomplished?

This is the last session of the [Redacted] course. It is a full-day class on Saturday. Forty-three students take this course and most of them are female. Two TAs assist Professor [Redacted] in this class. Students have their name tents in front of them so that Professor [Redacted] can call them by their names every time.

The objective of this classroom is to create an engaging course experience where the instructor can employ multiple learning techniques, ranging from dyadic and group discussions to student team presentations. Students appear comfortable while making presentations, asking questions, forming groups, making discussions, and involving multimedia in their presentations, so I think the goals are accomplished. In the classroom setting, Professor [Redacted] conveys the class material, leads the discussions, introduces the guest speakers, and facilitates dyad and group formation process. Professor [Redacted] chats with her students before and after the class and during the breaks. She is always smiling and keeps a positive and encouraging attitude, which energizes her students. The positive climate in the class and participants' engagement demonstrate that the goals are achieved.

2. Describe the instructional strategies that enhanced the class or laboratory you observed. Consider the degree of involvement and interaction the students had with each other and the professional.

Professor [Redacted] enhances the class experience through guest speakers, group and dyadic discussions, stories and follow-up questions about them, presentations of class material, discussions on class readings, video clips from movies, and reflection and wrap-up exercises on student team presentations. She starts each class day with a warm welcome, and then goes through the objectives and agenda of the day. Professor [Redacted] is very sensitive and responsive to her students' needs. For example, she spontaneously (and cleverly) gave a break when she observed that students seemed tired; she told the students to spend the break on discussing the last stage of their team presentations. With the help of these strategies, the students have a high quality interaction among themselves and with Professor [Redacted].

3. Discuss what you have learned from this observation that you would use to enhance your own repertoire of instructional strategies.

Professor [Redacted] sincerely cares and values her TAs and students. I admired that she assigned us to read and then discuss her JME article about grading before we grade students' papers. She is helpful, makes herself available whenever needed, and eases everything as much as possible for those around herself. She also focuses on inspiring people and acts compassionately. Besides, Professor [Redacted] is on the editorial board of Journal of Management Education (JME). She published articles in JME and Management Learning, both of which have great reputation in the management education field. I think an ideal management professor should follow these types of journals to improve his/her teaching abilities.
Observation report

Describe the academic setting that you observed. Include the professional’s role in this setting. What were the goals for this class or laboratory? Were the goals accomplished?

I observed a class of marketing management (MKMR301), given by professor [name]. To my surprise, the class was full of students, and even hard to find an empty seat after the class began. The goal for this class was to explain product concepts. The professor presented different layers of product concepts, classifying consumer product, product line strategies; almost each of the concepts was followed by examples. Professor [name] gave the content and even led the class discussion.

I think the goal was achieved, since almost all the students were involved in the class and eager to express their thoughts. The concepts connected to students’ daily experience and not hard for non-business student to understand.

Describe the instructional strategies that enhanced the class or laboratory that you observed. Consider the degree of involvement and interaction that the students had with each other and the professional.

Professor [name] used several instructional strategies to keep his class engaged and reasonably alert:

- Physical movement - Professor [name] does not stay in one place for very long. She likes to move around and tend to make eye contacts with students.
- Telling jokes. Since this marketing is related to daily life. She prefer to tell of her and her family’s anecdotes.
- Group discussion. At the beginning, the professor gave students a short article concerns Ipod Nano to discuss in groups. She asked the student to perform SWOT analysis based on the article and identify a potential area of Apple that is hasn’t pursued as of January, 2012. About 30 minutes were put in student discussion. Then Professor Newmeyer asked the student to speak out their expansion ideas for apple. The class became very active but in order, students tried to throw out their ideas. The professor kept the discussion in fast pace, connected by very simple comment like “good! Excellent!” “This is really a expansion apple should think about.” By the discussion, the professor got feedback of former contents and kept the students involved.
- Giving examples. The product concepts are in three layers: core product, actual product and augmented product. To explain the differences, she gave a Cleveland Clinic example:
Core: healthcare;
actual: diagnosis, various treatments and medications, physical locations, food;
augmented: payment plans, customer services, information(website and brochure);
other common brands or companies were mentioned to explain classify consumer
product and product line strategies. Some commercials were showed in the class and
seems attractive for students’ attention.

Discuss what you have learned from this observation that you would like to include
in your own repertoire of instructional strategies.

I would involve all of professor’s strategies, which make the student more
engaged in the class and more active in thinking the topics. Nowadays, besides of
listening lectures, students prefer more multimedia methods to help them understand.
One thing professor did very well is that she formed a very comfort
atmosphere. All the students are welcomed to express their own thoughts. I learned a lot
from the observation, which is quite diffident from normal Chemistry classes.
Observation Report

By

1. Describe the academic setting that you observed. Include the professional’s role in this setting. What were the goals for this class or laboratory? Were the goals accomplished?

I observed Prof. [Name] from Dept. of Materials Science and Engineering lecturing for [Course Name] which is a 3.0 unit seminar based class offered by SAGES. Dr. [Name] from SAGES dept. is the co-instructor for this course. The class meets every Monday, Wednesday and Friday at [Time] pm. in [Room]. There are 17 students enrolled in this class and the classroom is chosen suitably for accommodating them. It’s one of the smaller classrooms at CASE which in my opinion helped in making the students more alert and responsive and class more interactive but at the same time it was large enough that everybody could be seated comfortably. In terms of electronic media, the classroom was well equipped with computer connected to internet and projector. The room also had the facility for a marker board. The room was well lit and well ventilated hence facilitating an ideal classroom.

Prof. [Name] introduces the students to new topics related to materials technologies. He then presents a general overview of the topic and follows it up with a general discussion. The broader topic is then divided into individual aspects. The students are typically divided into 6 groups and each group is assigned to write a report and give a short oral presentation in class specifically on their topic. The timeline for this is typically 2/3 weeks. Dr. [Name] is the writing instructor. The topic in consideration for the observed class was “[Topic]”. The topic was already introduced and discussed in the previous class. In this particular class, Prof. [Name] wanted feedback and updates from each individual group on their respective progress on the reports and about the way the class is being conducted in general. Dr. [Name] mostly talked about presentation styles and successfully pointed out features that differentiate a good presentation from a relative bad one. All the goals for this class were accomplished. The anonymous surveys turned in by students showed a very high appreciation for the way the class is conducted. Every group was well prepared to discuss their progress in the report. Overall, both the instructors and the students were very happy with the class.

2. Describe the instructional strategies that enhanced the class or laboratory you observed. Consider the degree of involvement and interaction the students had with each other and the professional.

An interactive dialogue (between Prof. and students) based class rather than monologue was the key strategy for Prof. [Name] that made the class really interesting and attentive. Throughout
his lecturing time he would present his points and immediately follow it up with opportunities for students to speak up. He maintained a very friendly attitude towards the students and the students felt encouraged to speak. Dr. [Redacted] however, had a very different approach. She made her part of the lecture very visual which in my opinion was equally effective for this class. While discussing about the style/art of making a good presentations she did not merely talk about it but backed them up with various presentation effects as a part of her own lecture to show the differences very graphically. There was another strategy that worked out great between Prof. [Redacted] and Dr. [Redacted]. They continuously kept rotating their lecturing turns at short interval of times in a very smooth fashion which made the class even livelier.

The students were extremely involved and actively participating in the class. In fact, this is one of the best interacting classes that I have ever attended. Most of the interaction was directed between the students and the instructors and the interaction among the students inside the class was very limited which maintained a great discipline in the class as well. However, the assignments in the class are such that they promote student interactions outside the class.

3. Discuss what you have learned from this observation that you would use to enhance your own repertoire of instructional strategies.

The most important thing that I learnt from this class is the importance of a balanced behavior as an instructor – between friendly behavior and an image of a strict instructor amongst the students. I realized how important it is to be friendly to students to get them active in class. That way classroom experience does not seem painful and students learn more as well. A friendly atmosphere in class encourages students to speak in class without feeling shy or awkward. But at the same time by means of well enforced guidelines and rules in the class and regarding assignments and grading the instructor will be able to maintain an image among the students that would keep them in limits and they would not easily dare to break any class code. I really liked the balance that this class had to offer.

4. Open-ended response (Please add information not covered in the other three questions.)

Students come to universities for learning and most of them are quite sincere about it. But many a times, due to poor teaching quality, unfriendly/scaring behavior of instructors and misunderstanding between instructors and students both the learning – teaching experience gets tarnished. But a good teaching system that understands the needs of students keeping their perspective in mind would really be able to activate them which in turn would make a real difference to the students’ lives and the long term image of the university.