



Teaching Evaluation

(Note: Review this guideline entirely in advance before using it.)

Observer's name <u>P.A. Gwartney</u>	Observer's title <u>Professor & Head</u>
Day and date of observation <u>2/26/09</u>	Number of minutes observed <u>80</u>
Instructor's name <u>Brandon Olzewski</u>	Instructor's title <u>GTP instructor</u>
Course title <u>Work & Occupations</u>	Course number <u>SOC 346</u>
Number of students present <u>32 + 6 stragglers</u>	Number of students enrolled <u>67</u>
Academic year and term <u>W09</u>	Class meeting days and times <u>TU 8:30-9:50</u>
Class location (building, room number) _____	

1. Do you believe that your class visit took place when you were able to judge the nature and tenor of the teaching-learning process fairly? Yes No

1a. If "no," please explain: _____

2. Did you review any of this class' instructional materials? Yes No

2a. If "yes," place a check mark indicating which materials:
 Syllabus _____ Example assignment(s)
 Textbook _____ Example test(s) or quiz(zes)
 Class website _____ Graded student products
 Other (specify) _____

Please comment on these materials' appropriateness, quality, the instructors' care in selecting or preparing them, etc.
A nice selection of books. Clear and straight forward syllabus.
I personally took 2 1/2 pages of lecture notes.

3. What types of classroom activities took place during your observation? (Check all that apply.)

- | | |
|---|--|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Computer-projected lecture notes |
| <input checked="" type="checkbox"/> Question and answer | <input type="checkbox"/> Overhead-projected lecture notes |
| <input type="checkbox"/> Class discussion | <input checked="" type="checkbox"/> Blackboard/whiteboard lecture notes |
| <input checked="" type="checkbox"/> Small group exercises | <input checked="" type="checkbox"/> In-class assignment/reading |
| <input type="checkbox"/> Student presentations | <input type="checkbox"/> Film, video, slide show |
| <input type="checkbox"/> Graded materials returned | <input type="checkbox"/> Instructor/student interaction before class |
| <input type="checkbox"/> Students handed in materials | <input checked="" type="checkbox"/> Instructor/student interaction after class |
| <input type="checkbox"/> Other, specify _____ | |
| <input type="checkbox"/> Other, specify _____ | |

4. About the <u>instructor</u>	Excel- lent	Very good	Good	Needs improve- ment	Does not apply
a. Clarity of major objectives for this class....	④	3	2	1	X
b. Development and organization of instructor's presentation..class.....	④	3	2	1	X
c. Pace of lecture, discussion.....	④	3	2	1	X
d. Instructor's mastery of course content	④	3	2	1	X
e. Explanations of difficult content	4	③	2	1	X
f. Use of examples, analogies	4	3	②	1	X
g. Use of humor	4	3	②	1	X
h. Eye contact with students	④	3	2	1	X
i. Quality of voice, enunciation, volume	4	③	2	1	X
j. Handling of questions, comments,	④	3	2	1	X
k. Encouraging student participation (as appropriate)	④	3	2	1	X
l. Response to distractions	④	3	2	1	X
m. Instructor's credibility, authority, control ..	④	3	2	1	X
n. Use of class time.....	4	③	2	1	X
o. Use of teaching technology	4	3	2	1	ⓧ
p. Achievement of objectives in this class	4	3	2	1	X → Not outlined in advance
q. Overall evaluation of this instructor	④	3	2	1	X

Narrative explanation, comments.

BO. uses overheads / Ppt selectively; this class blackboard only
 Roams classroom while speaking
 Examples from own family
 Tolerates / ignores late arrivals, students going in & out
 Excellent ties to penion books
 Impressive recall of names of students.
 Stayed late to answer students' questions - 8 min.
 You might consider writing the objectives of each class meeting on the board.
 Amazingly, I saw no student texting.

5. About <u>students</u> observed in the class	Excel- lent	Very good	Good	Needs improvement	Does not apply
a. Students' attentiveness, interest.....	4	3	2	1	X
b. Responsiveness to instructor	4	3	2	1	X
c. Respect for instructor	4	3	2	1	X
d. Quality of student questions, comments.....	4	3	2	1	X
e. Appropriateness of classroom behavior	4	3	2	1	X
f. Ability to understand material <i>don't know</i>	4	3	2	1	X
g. Student preparation.....	4	3	2	1	X
h. Overall quality of students in this class.....	4	3	2	1	X

Comments about students in this class: _____

*Lots of late arrivals. Several in & out for potty breaks, early departures
 Impressive student participation, attentiveness. ** Excellent **
 Several rustling, departing 5 min. before class should end. BO called them out.*

6. About the <u>classroom</u>	Excel- lent	Very good	Good	Needs improvement	Does not apply
a. Quality of desks, chairs, furnishings	4	3	2	1	X
b. Quality of technological equipment	4	3	2	1	X
c. Quality of sound in the room.....	4	3	2	1	X
d. Quality of air.....	4	3	2	1	X
e. Cleanliness of room.....	4	3	2	1	X
f. Overall extent to which the room facilitates instruction.....	4	3	2	1	X

Comments about the classroom: *More blackboards/white boards needed. This is a
 new class room. One wall is all windows - nice light.
 Can't see blackboard from seats at sides - about 1/3 of all seats.*

7. Overall, what were the two best things about the class meeting you observed? _____

- ① BO's ability to speak "on the fly" without notes, integrating a wide array of materials - course books, film, current news
- ② "Jigsaw" learning - a concept I had not known before, although I use something like it in my advanced classes.

8. What two things are most important to change or improve in this course? _____

- ① Re-phrase what students say while writing on board - at least twice
- ② Consider using slightly smaller groups, i.e., 10-14 each instead of ~20+ each.

9. Did you confer with the instructor about the class before the class visit? Yes ___ No

If "yes," for how long, about what, was it helpful, etc.? _____

But conferred during class for 10-12 min. while small groups working. B.O. explained how small groups work, why he has no attendance policy, that original research projects were difficult at this level, etc.

10. Did you confer with the instructor about the class after the class visit? Yes No ___

If "yes," for how long, about what, was it helpful, etc.? walked back to our offices

together, talked about how & why he organized the class; I shared how

I had taught the class in the 1980's. Suggested two books by Amy Wheston:

Contemporary Theory and Research on Organizations (2006, Roxbury).

Working in America: Continuity, Conflict, & Change (2006 3rd ed., McOraw-Hill).

Talked about using a textbook or not. Hodson's Sullivan's Social Organization of Work (1995, 2nd ed., Wadsworth) might be useful as a background book for lectures.