

Classroom Observation Form

Instructor: ___Liana Burghardt_____ Date/Time: ___Oct 23rd 3:05-4:20 ___

Location: ___BioSci 155_____ No. of Students: ___21_____

Course Title: ___Organismal Responses to Climate Change_____

Topic(s) of Day: ___Predicting phenology, fitness, and ranges_____

Instructor

a. Clarity and Organization

(introduction, coherent presentation, reference materials/readings, answer student questions fully, effective transitions)

I really liked the clarity of the presentation, how you built up from a simple linear model where temperature is constant to showing how you have to change that model when you want to think about how plants respond to their actual environment.

b. Engagement and Motivation of Students

(build rapport, ask relevant questions, equitable social interaction)

I also really like how you mixed in a lot of group work and interactive activities to keep the students on their toes at regular intervals throughout the class period. Discussing "What is physiology/What is a process model" at the beginning, doing the calculation exercise at the end of the main lecture on building a basic process model, and the group discussion of the reading at the end of the class. Sitting in the back, I know I saw some Facebook and cat photos happening, but the group exercises got even the most disengaged students into the mix.

The Students

c. Student Comprehension / Level of Critical Thinking

I also really liked how you were able to check their level of comprehension at various times and in a variety of ways throughout the lecture. When students started proposing models with more complexity than the basic example you offered, I think that demonstrates that you'd built up a really easy to understand foundation that they were able to build on. Maybe next time you give this lecture, make that an explicit question: "What I've presented up here is the bare bones of process modeling. How might it be made more complicated?"

Subject Matter and Course Materials

d. Integration of instructional elements (lecture, blackboard, handouts, technology)

I really like that you kept the instructional elements kind of stripped down. Just the board. One temptation that you may have in the future is to make a powerpoint,

especially for when you draw the graphs, so that then you can label them ahead of time and plug in values. However, I would (personally) advise against that—or at least, keep any powerpoint slides to a minimum. One of the things that you did really well is ask the students questions and then used their language when you wrote their responses up on the board (ie “What variables was this study using?”). Writing the student’s response up on the board is a great way to validate their contribution to the class. I thought that worked great, in spite of a small few hitches in under-labeled graphs. Powerpoint kills souls (okay, personal opinion).

V. General Comments & Summary (on the class, outcomes, recommendations)

* Be affirming, descriptive, and focus on specific behaviors

I thought this was an exceptional lecture/discussion. The one thing I liked best was the variety of group activities and how they were distributed throughout the class period in order to keep people’s attention up. I also liked that when the large groups were meeting at the end of the class how you and the professor circulated among the groups to answer specific questions and point to specific points of interest in what were (apparently) some very difficult articles. This lecture did a really good job breaking down a really abstract thing—“process models”—and showing how they work and what they can be used to do. (worth repeating: I heard one of the students say, in the initial discussion pairs: “What’s a process model? I mean, everything’s a process. My dinner’s a process”)