Observation Guide

Course: SD Intro UT3 **Instructor:** John Smith **Observer:** Marisa Agama

Instructor: Preparedness for Session

Statement	Yes	No	Example
Instructor arrived on-time (prior to TA)	X		
Items to share on screen were readily available (e.g., instructor did not have to invest time looking for slide decks of related files)	X		
Instructor introduces the purpose of the course, LO's, best-practices for communication during class, and main topics.	X		LO's were not mentioned. However, recording begins with instructor explaining the purpose of the pilot and providing an introduction of his background.

Instructor: Facilitation Skills

Statement	Yes	No	Example
Actively encourages student-to-student interaction throughout the session.		X	
Allows students to brainstorm on possible answers before jumping in.	X		Uses prompts before providing the answer, however some explanations are a bit too long creating opportunity for less experienced learners to get lost.
Consistently and effectively checks for student's understanding.	X		

Instructor: Engagement Skills

Statement	Yes	No	N/A	Example
Demonstrates respect for all students.	X			
Instructor makes an effort to connect with all students.	X			
Fosters a comfortable learning environment for all students.	X			

Statement	Yes	No	N/A	Example
Praises and encourages students for their attempts/contribution to the session.	**X**			There is opportunity to increase the frequency or praising by calling more student names.
Uses student's names.	**X**			He does this when students have specific questions (see comment above).
Most students are engaged in content with cameras opened, and not unrelated activities e.g., typing, talking to other people not in class.			**X* cannot view all learners at once**	Only four students are seen in the recording at a time. Typically, at least one of them has their camera close, and at least one appears to be typing and looking away. Two of them are consistently engaged and listening. However, the remaining of the learners cannot be seen at once.
Welcomes latecomers and incorporates them into the session activities.			**X**	
Models excitement for the subject and inspires desire to learn.	**X**			Uses excited voice when speaking to learners.

Session Content

Statement	Yes	No	Example
Uses a variety of in-class activities throughout the session.	**X**		
Uses a variety of in-class activities that incorporates a variety of learning styles (visual, auditory, etc.).		**X**	Predominantly style appeals to visual learners.

Breaks down large concepts in a way that learners are able to digest.	**X**		Yes, however instead of asking learners "do you have any questions" ask questions that allow learners to truly demonstrate if they understood the material. This can be as simples as "hi Anna, to make sure that we are all on the same page, can you summarize the first two steps for this activity, and tell us how you completed these steps?" – In theory the learner should be able to verbalize it since you just demonstrated the step. If not, encourage student-to-student interaction before providing the answers. To enhance engagement, student-to-student interaction should be encouraged throughout and not just breakout room activities.

Highlights

Keep Doing!	Stop Doing	Start Doing!
• Continue to provide an introduction at the beginning of class, as well as best-practices for interactions. • Great job assessing learner familiarity by listing topics that will be covered and asking if these were familiar to learners. However, this should instead be done when each topic is introduced throughout the class to avoid repetition and preserve time. • It was nice that he navigated Canvas and showed them the different sections. • Very good at breaking down steps when explaining html coding, and other class topics. Sometimes the explanations were a bit too long, pausing a	• Although it's good to introduce the topics at the beginning, a lot of time was invested between that and the intro (about 40 minutes) at the beginning of class discussing the terminology and importance/usage of a webpage. Learners are already excited about it as they chose to sign-up for this pilot. Instead, introduction to these concepts can be made in a shorter amount of time by incorporating them throughout the activities.	• Instead of spending too much time explaining the concept, do this explanation as part of an activity (e.g., I do, we do, you do). Several times the instructor found the need to visually show what the concepts meant e.g., see at 53 mins in video. And that was good but for time purposes this could have been accomplished in a hands-on activity where the instructor demos and students follow, as conversations about semantics take place. Keeping it the way that it is now leads the instructor to lecture, decreasing engagement/output from students; rather switch to experiential learning principles since this is project-based. • Before class, test and prepare for the in-class activities. The instructor covered the "On Your Own" activity but it was his first time trying it and a lot of time was wasted by him trying to figure out the code. Although as he mentioned in class, trial and error are part of what developers do, as the instructor, he

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bit and checking for understanding more frequently would help.		should prepare ahead of time and then explain the potential issues that developers can encounter with this activity; this will enhance students' confidence. Not preparing ahead of time makes it a bit difficult for students to follow and in this case, some were comfortable asking clarifying questions but not all learners will be able to do that based on their personalities, etc. When asking questions to check if students are understanding the concept, make sure that not the same small group of learners are answering, but rather ensure that all students have an opportunity to respond, you can do this by calling students by name or creating zoom polls. • It's fantastic that instructor asks learners if they have questions after explaining several steps for HTML, however it would be more effective if he would ask learners questions that would demonstrate that they indeed understood the step. Invite them to participate a bit more to provide answers. This can be facilitated by having a "I do", "we do" "you do" approach that are very similar in structure so that the instructor can check for understanding. • Encourage engagement from all learners and not just those that volunteer to answer questions or that ask questions. • Instructor introduced Twilio docs as an extra example, however, if doing that, further

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		explanation about the program/platform should be made and instead of telling students the connection with it to the activity, the instructor should prompt learners to make that connection (think critically)? (e.g., "how does this connect to what we just learned?) – The instructor did that only a few times, and most of that time students were quiet, with only a handful providing answers.