



## **TEACHING REVIEW: CLASSROOM OBSERVATION**

**Semester**

**Fall**

**Academic Year 2018-19**

Name of Faculty Member Being Evaluated: Dr. Paula Tallman

Name of Evaluator: Dr. Chad Raymond

Course Number and Name: SOA 249 Global Health

Topics of Lesson: Breastfeeding

### **PLANNING AND PREPARATION**

*In comments in this section, the evaluator should discuss evidence of the instructor's preparation, organization, learning objectives, and whether activities are appropriate for achievement of the objectives.*

This class for SOA 249 Global Health demonstrated extensive planning and preparation on the part of Dr. Tallman. She arrived at the classroom 15 minutes early and engaged students in informal conversation while setting up a well-designed series of PowerPoint slides and her notes. She divided the day's instruction into four components, which she communicated to students, and began by previewing what would happen that day, reviewing past material, and reminding students of upcoming assignments. After informing—both verbally and in writing on the projector screen—students of the learning objectives for the class, she had them complete a five-minute writing exercise on the day's reading assignment. Her teaching was extremely well-organized and easy to follow.

### **COMMUNICATION SKILLS**

*In comments in this section, the evaluator should discuss evidence of the instructor's ability to communicate effectively with students.*

Dr. Tallman is an effective communicator. She spoke with clear diction and at a volume high enough to be heard easily from the back of the classroom and demonstrated enthusiasm through body language while moving about the room. She regularly posed questions to students to get them to display their ability to connect concepts presented in class to reading assignments students had completed or to previous lessons. Students were highly engaged in class discussion. Dr. Tallman's oral instruction was enhanced by clear written outlines in her PowerPoint images and by a few video clips on the day's topic. After each video clip she explored issues depicted in the clip in greater detail to place them in context for students. She summarized the entire lesson at the end of class by pointing out "take home message" that students should remember.

## INSTRUCTIONAL TECHNIQUES

*In comments in this section, the evaluator should discuss how the instructor elicits student participation, makes the subject matter meaningful to students, and engages students in discussion, problem-solving, or the application of concepts.*

See above regarding the mechanics of Dr. Tallman’s strategy for getting students to be active learners. The variety of techniques that she employed represented interleaving and retrieval practice. Students’ memories were reinforced by participating in different cognitive activities—talking, listening, writing, reading—and they gained practice in transferring information learned in one context to application in another context.

**Directions** Circle one of six choices      1 = not evident      5 = very evident  
N/A = not enough information to rate the person being evaluated

	<b>Low</b>					<b>High</b>	
1. Learning objectives are clearly evident.	1	2	3	4	<u>5</u>	N/A	
2. Activities appropriate for objectives.	1	2	3	4	<u>5</u>	N/A	
3. Well-organized presentation of concepts.	1	2	3	<u>4</u>	5	N/A	
4. Provides clear directions.	1	2	3	<u>4</u>	5	N/A	
5. Speaks and writes clearly.	1	2	3	4	<u>5</u>	N/A	
6. Demonstrates enthusiasm.	1	2	3	4	<u>5</u>	N/A	
7. Establishes good rapport with students.	1	2	3	4	<u>5</u>	N/A	
8. Elicits student participation	1	2	3	4	<u>5</u>	N/A	
9. Encourages problem-solving and application of knowledge.	1	2	3	<u>4</u>	5	N/A	
10. Achieves closure:							
a. reviews or summarizes lesson	1	2	3	<u>4</u>	5	N/A	
b. previews future class	1	2	3	<u>4</u>	5	N/A	
11. The course helps prepare students for professional licensure examinations or graduate program admission.	1	2	3	4	5	<u>N/A</u>	