

Certificate of Accomplishment in Teaching Program
Classroom Observation Form – Option 2

CoAT Participant's Name: JEREMY J. TEJADA
 Course observed: ISE 441
 Date of observation: 10/26/2011
 Time of class: 8:05 AM – 9:55 AM
 Observed by: JAMES R. WILSON

	Needs Improvement	Satisfactory	Well Done	Not Observed
Introduction: The lesson was introduced in an interesting and effective way, and the goal or purpose of the lesson was clear.			✓	
Level/Audience: The lesson was presented at an appropriate level for the intended audience. The instructor seemed to know his/her audience.			✓	
Content: The content was developed in an organized manner, emphasizing important points. Examples or applications helped students relate material to familiar concepts.			✓	
Purpose of learning activities: The learning activities had an appropriate place in the lesson, and the purpose of each activity was clear.			✓	
Student participation: The instructor effectively involved the students in the lesson.			✓	
Climate: The instructor established a positive climate of approachability, setting an appropriate tone for the instructor-student relationship.			✓	
Enthusiasm: The instructor showed enthusiasm for the subject and introduced interesting aspects of the content.			✓	
Questions: The instructor checked for student understanding and invited student questions. When questions were asked, the instructor responded clearly.			✓	
Visual aids: The instructor used visuals effectively. Visuals may include the board, handouts, PowerPoint presentations, content projected on a screen, etc.			✓	
Time management: The pace of the lesson was appropriate, and the instructor managed the time well and brought the lesson to a logical conclusion.			✓	

For the OBSERVER: Please answer the three discussion questions on the next page.

QUESTIONS for the OBSERVER:

1. What were the strengths of this lesson?

THE INSTRUCTOR EFFECTIVELY TIED THE MATERIAL TO HIS PREVIOUS WORK EXPERIENCE AND TO HIS CURRENT RESEARCH.

2. What suggestions do you recommend for this instructor?

NEED TO AVOID TOO MANY DIGRESSIONS ON MINOR POINTS ABOUT THE USE OF THE SIMULATION SOFTWARE.

3. Are there any additional comments you would like to share with the instructor?

EXCELLENT RAPPORT WITH THE CLASS

REFLECTION QUESTIONS for the CoAT PARTICIPANT

Complete this section *after* your class has been observed. Attach your comments to this form and submit online. If possible, it is best to meet with your observer to discuss this observation experience before completing the questions.

1. What did you feel went well in this class session?
2. What would you like to change about this class session if you had to teach it again?
3. In the light of the observer's comments, what aspects of your teaching approach will you look at changing in the future? How will you do this?
4. What have you found useful/not so useful about the observation process?

1. What did you feel went well in this class session?

The goal of this particular class session was to have students understand the basic building blocks of a simulation model within a new software environment that is unfamiliar to them. I felt the entire class went well. Specifically the class seemed to be engaged in the lecture as most students were attentively following along on their computers as I introduced different aspects of the simulation software. In addition students did not seem afraid to stop me and ask questions if they needed further explanation, and fortunately I was able to answer all of their questions thanks to my previous experience with the software package. I also felt I did a good job of explaining how I have used simulation in both industry and research, and I believe the students appreciated me linking what they were learning in class to potential uses in the real world.

2. What would you like to change about this class session if you had to teach it again?

If I was able to teach this exact lecture over again, one thing I would do is pay careful attention to my habit of introducing a large overall concept but then getting sidetracked on small details that are not really important until later in the semester. As I show the students the different features of the simulation software it is difficult for me not to digress and mention other small and possibly confusing details because I know these details will be important later. However, the students are being introduced to simulation as a concept and to a new software package in this class, and when I get sidetracked on these small details it seems to confuse the students more than it helps them see ahead to future important concepts. In addition, if I could teach this lecture again I would record everything I did on the computer screen and post it to the course website for the students to review in case they missed some of the details we went over in class. I can tend to move quickly and being able to watch me do things over again would reinforce the important concepts.

3. In the light of the observer's comments, what aspects of your teaching approach will you look at changing in the future? How will you do this?

Dr. Wilson seems to have noticed the same thing that I have noticed after teaching class several times: It is very difficult for me to introduce students to Arena for the first time because I have so much experience with it, and this often leads to digressions to minor points that I spend too much time talking about. I need to change my approach to these lectures where we introduce the simulation software for the first few times. My current approach involves trying to show the students different aspects of the software without actually building any kind of model, just explanation. An alternative approach would be to just start building with a very simple model and expand upon it. Building a simple model will help me focus on only using the most basic building blocks, and it will provide a plan for me to get into the important details over time instead of jumping around and possibly confusing the students. Feedback from Dr. Wilson also suggests this might be a better approach.

4. What have you found useful/not so useful about the observation process?

The observation process is useful because it allows me to get feedback from an experienced professor in the field of simulation. While Dr. Wilson's teaching style is somewhat different than mine, we both share the same goals, and I have taken pieces of his teaching style and incorporated them into mine. This was not the only case of Dr. Wilson observing my

teaching, he is there nearly every time I teach the class. When he is in class on unofficial observation he may even chime in with a comment or two to reinforce a concept I may have brushed over too quickly. I have found that I learn something whether I observe Dr. Wilson or he observes me, which leads me to conclude that the observation process is beneficial for both the instructor and the observer. One's teaching style and philosophy are living documents, meaning they are changing over time with each new teaching or observation experience. The observation process can be a tool for helping me discover how my teaching style and philosophy have changed over time.