

ENG 106
Classroom Observation

Instructor: Dallas Woodburn
Observer: Dr. Kendall Leon

Class/section: ENG 106
Date: 3.1.2011

- 5** outstanding
- 4** good
- 3** competent
- 2** needs improvement
- 1** poor

Overall rating for this observation: 5

Goals for the class

- 5** 4 3 2 1 are clearly expressed
- 5** 4 3 2 1 clearly contributed to the long range goals for the course

Comments:

The goal for the class was to discuss revision strategies for the project they are currently writing (a disciplinary report).

Classroom activities [List observed classroom activities (i.e. discussion, small group, writing, quiz, peer writing group)]

- 5** 4 3 2 1 relate clearly to goals of the course
- 5** 4 3 2 1 help students achieve the goal of the class period
- 5** 4 3 2 1 are appropriate to student ability
- 5** **4** 3 2 1 demonstrate effective pacing for student learning

Comments:

Ms. Woodburn started the class with an in class writing prompt that related to the goals for the class and the assignment (the prompt asked them to write to the audience and to practice self-reflection). She identified a common grammatical issue that came up in most of their reports (quoting and tense usage). Ms. Woodburn gave a model of the problem she saw, and asked the class to address the passage. As a class, they came up with the strategies that they could then apply to their own writing. Ms. Woodburn then posed to the class questions about revision strategies. Following their brief discussion, she had a revision activity (doing a reverse outline), a discussion following this activity, and then another revision activity (one focused on word choice). She closes the class with the homework and a quick mid term evaluation.

Classroom environment

- 5** 4 3 2 1 responds effectively to the events occurring in the environment
- 5** 4 3 2 1 opportunities and challenges presented by the physical environment are dealt with effectively
- 5** 4 3 2 1 deals effectively with the environment created by the students
- 5** 4 3 2 1 available materials are used productively in relation to learning goals

Comments:

Ms. Woodburn utilized the instruction station in class. A powerpoint is used with the in class writing prompt, as well as the questions posed. She also uses the powerpoint to record student responses so students have it to reference after the class. The classroom space is constricted by long tables facing the front. Ms. Woodburn moves in the classroom to circumvent this space, as well as facilitates comments from students in various locations in the class. Her class is also scheduled from 4:30-5:20 5 days a week—which can typically be a difficult schedule for keeping student attention. Her switching up of different techniques for facilitating learning (in class writing, whole class discussion, whole class activity, individual activity), while perhaps a little fast paced, does break up the class and keeps students interested, and taking multiple approaches to achieve the learning goals for the class.

Students

- 5 4 3 2 1 are involved in the activities of the class
- 5 4 3 2 1 are respectful of the teacher and the classroom environment

Comments: All students had their writing assignment to work on for the classroom activity. The students were activity actively working on the reverse outline, considering alternative ways of rearranging their texts, and also determining effective word choice.

Instructor

- 5 4 3 2 1 presents her/himself as helping students achieve the goals for the course/class
- 5 4 3 2 1 presents accurate and reliable information
- 5 4 3 2 1 speaks so that all can hear
- 5 4 3 2 1 makes eye contact with the students
- 5 4 3 2 1 encourages questions and discussion
- 5 4 3 2 1 responds to questions and comments effectively and consistently
- 5 4 3 2 1 provides closure for the day's lesson

Comments:

Ms. Woodburn does a great job following up a student comment by opening it up for other students to add to the contribution. Ms. Woodburn also relates comments from one student to another. Ms. Woodburn demonstrates an awareness of their projects as she was able to draw upon their writing to use as examples for the whole class.

Strengths of the class session:

The in class activities were clearly related to not only the goals for that particular assignment, but for the class in general. Ms. Woodburn has an ethos in class in which students feel comfortable speaking and contributing to the class environment, while also conveying a clear high expectation for learning. Students were learning tangible and useful revision strategies for their assignment, which they could take to future assignments, and other writing situations. Ms. Woodburn is excellent as an instructor not only for her knowledge of writing and how to learn (and therefore teach) the writing process, she is also consistently successful at establishing respectful and enthusiastic classroom environments that contribute to student participation, engagement, and learning.

Suggestions for improvement:

Encourage students to utilize more concrete language to describe flow—especially in regards to the in class activity of a reverse outline. Flow might have to do with sentence level, or stylistic concerns, or with arrangement (determining the relationship between ideas).

Feedback from English 106 Students (Fall 2010)

Thank you for this semester. I was happy that I got a teacher who was really nice and someone that I could relate to. I actually had a blast this semester and I really like the way you taught the class. I never felt that an assignment was given to us as busy work and I saw a purpose to everything.

*

I really enjoyed you and your class this semester. I learned a lot of very helpful things. I'm sure they will help me out in the future and I really appreciate it. I think you made my semester go a lot more smoothly because you were very helpful. Just wanted to say thank you!

*

Dear Miss Woodburn,

This is my first semester studying aboard and I feel very good in our English class. English is my favorite class among all the classes I took. I learned lots of things in our class, not only the knowledge, but also the American culture. And thank you for giving me lots of encouragement. I will always remember it. What you do made me feel like I was at my home. I cannot express my thankfulness through speaking easily, so I use this letter to express my thankfulness to you.

*

Written feedback from student evaluations:

- She doesn't give busy work. Every assignment we have is useful to us and has a future purpose.
- She is an amazing teacher and gets the class involved.
- She does a good job understanding what people mean by what they say and write. She also does a good job with positive feedback.
- I love that we open class with a writing prompt. That really helped me get my ideas flowing. The feedback that was given on my papers was incredibly helpful. Excellent instructor.
- My professor was very good about building relationships with her students and motivating them to participate in class.
- The in-class discussions and illustrations used were great.
- She gave every assignment step by step.