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**The Graduate School**

# Certificate of Accomplishment in Teaching Program

## Classroom Observation Form – Option 2

# CoAT Participant’s Name: Julia Feldman

# Course observed: ADN111 2D Design

Date of observation: Fall 2013

Time of class: MW 4:30-7:15pm

Observed by: Dana Raymond

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 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. |  |  | x |  |
| **Level/Audience:** The lesson was presented at an appropriate level for the intended audience. The instructor seemed to know his/her audience. |  |  | x |  |
| **Content:** The content was developed in an organized manner, emphasizing important points. Examples or applications helped students relate material to familiar concepts. |  |  | x |  |
| **Purpose of learning activities:** The learning activities had an appropriate place in the lesson, and the purpose of each activity was clear. |  |  | x |  |
| **Student participation:** The instructor effectively involved the students in the lesson. |  |  | x |  |
| **Climate:** The instructor established a positive climate of approachability, setting an appropriate tone for the instructor-student relationship. |  |  | x |  |
| **Enthusiasm:** The instructor showed enthusiasm for the subject and introduced interesting aspects of the content. |  |  | x |  |
| **Questions:** The instructor checked for student understanding and invited student questions. When questions were asked, the instructor responded clearly. |  |  | x |  |
| **Visual aids:** The instructor used visuals effectively. Visuals may include the board, handouts, PowerPoint presentations, content projected on a screen, etc. |  |  | x |  |
| **Time management:** The pace of the lesson was appropriate, and the instructor managed the time well and brought the lesson to a logical conclusion. |  |  | x |  |

**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?

 In the context of our 2D Design (ADN111) content, Julia’s project gave breadth to the semester’s line-up of experiences. The objective in any design experience is to make available a range of possible solutions, including concept, form, materials, processes, and imagination. Any preconceived limitations typically require breaking down and then expanding in order for students to search beyond the obvious or narrow scope of initial ideas.

 Julia brought to the class her expertise in memory drawing and collage expression. In design, we do not always divulge the function (project outcome objectives) at early stages in project development. This may seem contrary to typical course development; however, it remains essential in early design experiences to ensure that students do not drive their decisions by expected results. Julia made sure the students unearthed enough personal expression prior to investing in their unique solutions.

 This obviously enriched the experience for the students. She also directly built on my belief that even when one struggles with creativity, there is always room for constructive fun in learning experiences.

1. What suggestions do you recommend for this instructor?

 The best advice I could give Julia is to continue offering open-ended pursuits while retaining the capacity to recognize and respond to each student as an individual with unique experiences and visions.

 Also, once you have faith in yourself, regarding priorities in opening up students’ minds, there are virtually no limitations on approaches to projects that can provide students the fundamental experiences and understanding of what it takes to be a good designer, in any profession.

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

 It was a treat for me to teach with Julia in 2 separate classes. Hopefully, the students recognized the potential for their growth coming from two different perspectives. When two teachers collaborate, it is a win-win situation for all involved. Nobody leaves a class like we shared without rewarding accomplishments, or at least realizations.

 Confidence in teaching is nearly identical to confidence in one’s personal pursuits and expressions. Your strengths and convictions have and will continue to grow directly proportional to your confidence.

# 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.**

Project: *Drawing and Collage. Part one: Memory and loosing up drawing techniques or drawing without inhibition. I gave the students a set amount of time 10 sec, 30 sec, 1 min, etc. to draw from memory the item I named.*

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

 Once the students started drawing they did not have time to feel self-conscience about the outcome of their work. This is especially important as it is a required course and they will be drawing and painting the entire semester. By college (unfortunately often by mid-elementary school) the majority of students have decided if they are artist or “can not draw a straight line”. The first step for a successful outcome is for them to recapture the innate freedom of expression so often lost by comparisons to others.

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

 It is a lesson I was very happy with and prepared in advance. The only part that I was taken aback by was a few choices of mine for the students to draw. A few items, many of the eighteen and nineteen year-olds did not know. Sad.

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?

 Professor Raymond’s comments were very positive for this lesson and he asked for a copy to continue teaching it to the following 2-D classes. I will remember to keep current on trends and items of interest to the students for the assignment.

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

This time the observation was not as useful because the lesson and this particular idea of how to loosen up the drawings were new to Dana. He saw the value in the process and it was very pleased with the reaction of the students. He jumped in with some of his own items for the students to draw and all and all it was an exciting experience for all of us.

Form adapted with permission from: Pinder, T. and Ross, C. (2007). *Strategies for Teaching Assistant and International Teaching Assistant Development*. Jossey-Bass.