

Classroom Observation Form
George Mason University
Department of Social Work

Instructor: Daphne King

Observer: Jeanne Booth

Course Number/Title: SOCW 600

Class Size: 23

Location: online

Pre-Observation Comments:

Syllabus: Clear and easy to find. (viewed via student preview)

Blackboard Site: Great engagement through announcements. Helpful supplemental info included and videos. (side note: I forgot that I should maximize the video in order to better see the slides you were talking to but I remembered later in the recording. I'll need to remember to remind students who may not be as tech savvy)

Please note in the "Comments" section if there was not an opportunity to observe a particular skill.

SCALE: E = Excellent; S = Satisfactory; RFI = Room for Improvement; NA = Not Applicable

PART 1: Content and Organization	E	S	RFI	NA
Started and ended class on time				x
Presented overview of class and learning objectives	x			
Presented & defined key concepts	x			
Presented current material	x			
Presented information in an organized manner	x			
Presented material at a level appropriate to students and the course	x			
Used relevant examples to explain major ideas	x			
Made efficient use of class time	x			
Followed through with class overview and learning objectives	x			
Provided engaging conclusion for the class		x		
<u>Comments</u> : Viewed module 7 instructor video as model. There was also a video in an announcement that was titled Module 7 using an ecomap that was connected to an activity/discussion board. <i>As an unrelated (possibly) comment - I'm not sure the connection between that activity and the module objectives. Not that this is required but when I work on refreshing courses it's become something that I've wondered about.</i>				
PART 2: Creating a Classroom Environment Conducive to Learning	E	S	RFI	NA

Greeted students at the beginning of class				x
Maintained a comfortable classroom presence (e.g., moved easily about the room, established eye contact, maintained students' attention, used humor appropriately)				x
Varied communication style to hold interest (e.g., pace, tone)	x			
Demonstrated enthusiasm for and interest in subject	x			
Responded appropriately to a range of student classroom behaviors				x
Ensured that students interacted civilly/respectfully with each other	x			
Listened carefully and respectfully to students' questions	x			
Answered questions appropriately and restated students' questions or comments as necessary	x			
Encouraged a classroom environment conducive to learning				x
<u>Comments:</u> Ratings based on discussion board engagement and content of responses. Dr. King's replies indicate her connection to the student posts and offered insight and resources as needed.				
PART 3: Developing Critical Thinkers	E	S	RFI	NA
Asked questions that lead to a deeper understanding and questioning of the material				x
Asked students to apply their learning to authentic problems or scenarios		x		
Asked students to identify and/or question assumptions (e.g., about the field, the text, the material, themselves)		x		
Encouraged students to answer difficult questions by rephrasing or providing cues				x
Encouraged students to make relevant connections among course ideas, their academic experiences, and their own lives		x		
<u>Comments:</u> Not sure how to assess this. Again via instructor videos, Dr. King presented clear directions and used examples to explain concepts.				
PART 4: Teaching Methods	E	S	RFI	NA
Used lecture effectively	x			
Used student engagement techniques effectively (e.g., discussion, small group work, active learning strategies, etc.)	x			
Incorporated technology effectively to enhance student learning (e.g., PowerPoint slides, course websites, YouTube, blogs, videos, etc.)	x			
Managed classroom learning environment effectively	x			

Comments:

This is a clear strength of Dr. King's. She is a skilled instructor in this online modality.

Respectfully Submitted,

Jeanne Booth, LCSW

Source: This example Peer Observation Form is based on the Johns Hopkins University School of Nursing Peer Evaluation Scale (2003), found in Berk, R. A. (2006). *Thirteen strategies to measure college teaching*. Sterling, CA: Stylus Publishing.