

**The School of Social Science and Human Interaction
Peer Teaching Review – Classroom Observation**

Observed Faculty Member John Curiel Date 11/30/21

Evaluator Robert Alexander Course Observed PLSC 1011 (Intro to American Politics)

To the evaluator: Please circle a rating and add comments on each of the following criteria ranging from 1-5 where 1 indicates a high need for improvement and 5 indicates excellent work. If appropriate, circle n/a if there is no basis for evaluation.

1. Content: The content, including clear, appropriate language and terminology, was appropriate for the course level.

1 2 3 x 4 5 n/a

Comments:

2. Content: Visual aids, if used, were clear and appropriate.

1 2 3 x 4 5 n/a

Comments:

Good comfort level with the Powerpoint and didn't teach to it. Some graphs/charts *may* be too advanced for an introductory level course.

3. Content: The professor demonstrated expertise in their subject area in relation to the day's lesson.

1 2 3 4 5x n/a

Comments:

Students seemed to be very interested in Dr. Curiel's own experience in this area (and they should be). It is good to use personal stories to humanize course concepts to the real world.

4. Organization: The lesson was well-prepared and organized. Class started and ended on time.

1 2 3 4 5 X n/a

Comments:

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Engagement: The lesson included a mix of teaching styles, examples, discussion, and/or problem-solving as appropriate to the lesson.

1	2	3	4	5 X	n/a
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Comments:

5. Engagement: The professor was respectful of students, enthusiastic about the course material, and delivered an interesting and engaging lesson.

1	2	3	4 X	5	n/a
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Comments:

Summary Feedback:

First class meeting after Thanksgiving break. Dr. Curiel was early to the class and solicited light banter among the students. He began the class by asking how everyone's break was and then reminding the class of their upcoming assignments. Good job of working to establish rapport with the class.

Used a powerpoint for the class. Topic was election administration. Very important and relevant topic. Probably not discussed in too many intro to American politics classes. This is one of Dr. Curiel's research areas, which provides good credibility for him.

Used a map to discuss how one might identify if fraud or problems are occurring with precinct results come in. Allowed ample time for students to take notes while he elaborated on powerpoint slides.

Sprinkled questions to the students along with his lecture. Kept them on their toes. Knew all the students by name and called them by name.

Very enthusiastic. Uses humor.

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Works to have students make connections with previous course concepts.

Related the scientific method as a means to tackle virtually any question.

I like the personalizing of stories so students can see Dr. Curiel's experiences with election administration in the real world.

Suggestions:

Might serve you well to repeat some key terms that students might not know or might struggle with--especially if they are non-majors, taking for a gen. ed class. I can imagine some of the charts/figures might be intimidating to intro-level undergraduates.

Could take more time explaining what is going on with each graph to help students understand.

Could have asked a few questions where students had more agency over their answers. Eg. "How many of you paid attention to claims of voter fraud?" "What role do you think voter fraud played in the January 6th riot?" "Do you think claims of voter fraud have been good or bad for Democrats? Republicans? The American people?"

Could use a few examples of actual fraud created by Dems and Republicans given the content of the lecture (i.e Republican claims of voter fraud in 2020 were bogus). This may have been done in a previous class.

Overall, well done! I learned some things!

Evaluator Signature: _____



Observed Faculty Signature: _____

Date: _____

12/1/21

Date: _____

Classroom Observation Form for Peer Review of Teaching

Faculty Member: John Curiel

Course Observed: Historiography

Date: 18 February 2022

Observer: Rob Waters

Please rate each of the following areas on a scale of 0 to 10:

(0 1 2 3 = Poor, 4 5 = Fair, 6 7 = Good, 8 9 10 = Excellent).

Rating

Delivery and projection:

(heard throughout the room, non-monotone use of voice, understandable diction)

 9

Organization:

(provides an overview, logical progression of ideas, continuity of ideas)

 10

Time management:

(starts and ends class on time, good balance of review and new information)

 10

Handling of subject material:

(clarity and precision, use of examples, use of techniques to aid learning such as relevant applications, discussion, multiple ways of solving a problem, level of teaching appropriate for the class)

 10

Learning outcomes:

(promotes critical thinking and problem solving, enhances topic specific terminology, concept building, interpretation, and reasoning)

 10

Student interaction:

(attentive, involved, inquisitive students)

 10

Interest/enthusiasm of instructor:

(energetic, animated, positive reinforcement)

 10

Board Presentation

(writing is legible, figures are clear)

 8

Please write a review of the class that you observed noting the various areas described in the guidelines and supporting your ratings.

John Curiel spoke to my Historiography class. It was impromptu because I had lost my voice, and it was remarkable.

The way his mind is organized is one of the marvels of the age. He goes through the material systematically and cogently without “ums and urs”; lays the foundation of background knowledge and building upward; introduces new ideas and methods that he carefully explains, uses theoretical and real-world examples and simple models that he draws on the board; presents problems for students to solve; asks questions politely but

directly; and wrapped up the lecture in a way that made all the moving parts fit so that anyone who was paying attention could understand. Even when students asked questions that led him off on a tangent, he was able to pick up immediately where he had left off. And even when following a student's tangents, his explanation was equally systematic and cogent in structure.

John's enthusiasm was palpable and afterward students told me that he offered approaches to the study of history that they had not known existed, and that even though they were new and potentially difficult ideas, he made them understandable and interesting.

His love for the subject his and well organized brain cause one problem because he speaks quickly, perhaps to keep up with his thinking, and he speaks even more quickly as he gets deeper into the subject. This sometimes made it difficult to understand him, especially because we were still masked at the time of the lecture. When a student would ask him to repeat a point, he would make a conscious effort to slow down and was able to maintain the slower pace for awhile, but ultimately he would speed up again as he got deeper into the topic and more excited about what he was imparting.

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Peer Teaching Review – Classroom Observation

Observed Faculty Member Dr. John A Curiel

Date 5/31 4/27/2022

Evaluator KOFI NSIA-DEENA Course Observed Intro to American govt.

To the evaluator: Please circle a rating and add comments on each of the following criteria ranging from 1-5 where 1 indicates a high need for improvement and 5 indicates excellent work. If appropriate, circle n/a if there is no basis for evaluation.

1. Content: The content, including clear, appropriate language and terminology, was appropriate for the course level.

1 2 3 4 5 n/a

Comments:

2. Content: Visual aids, if used, were clear and appropriate.

1 2 3 4 5 n/a

Comments:

3. Content: The professor demonstrated expertise in their subject area in relation to the day's lesson.

1 2 3 4 5 n/a

Comments:

4. Organization: The lesson was well-prepared and organized. Class started and ended on time.

1 2 3 4 5 n/a

Comments:

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5. Engagement: The lesson included a mix of teaching styles, examples, discussion, and/or problem-solving as appropriate to the lesson.

1

2

3

4

5

n/a

Comments:

6. Engagement: The professor was respectful of students, enthusiastic about the course material, and delivered an interesting and engaging lesson.

1

2

3

4

5

n/a

Comments:

Summary Feedback:

Evaluator Signature: _____

Observed Faculty Signature: _____

Date: _____

Date: _____

The School of Social Science and Human Interaction
Peer Teaching Review – Classroom Observation

Observed Faculty Member John Curiel Date 8/31/2022

Evaluator Katy Rossiter Course Observed PLSC 2501 State and Local Politics

To the evaluator: Please circle a rating and add comments on each of the following criteria ranging from 1-5 where 1 indicates a high need for improvement and 5 indicates excellent work. If appropriate, circle n/a if there is no basis for evaluation.

1. Content: The content, including clear, appropriate language and terminology, was appropriate for the course level.

1 2 3 4 5 n/a

Comments:

The course content seemed appropriate for the level of class. This class is an elective within political science. The class topic was around the Articles of the Confederation, collective bargaining, and collective action problems. Dr. Curiel offered some brief instructions (I believe he gave more detailed instructions in a previous class). Then, the class participated in a game/simulation. Then, the students debriefed. Terms were written down on the board and discussed. A couple of students were a bit lost during the game, so maybe follow-up with students throughout the simulation/game to make sure everyone understands.

2. Content: Visual aids, if used, were clear and appropriate.

1 2 3 4 5 n/a

Comments:

Visual aids included a handout with rules for the simulation, terms written on the white board, and more information from the Moodle page. Dr. Curiel's Moodle page looks very organized. I am always a fan of more visual aids in a class but they probably did not make sense for today's content.

3. Content: The professor demonstrated expertise in their subject area in relation to the day's lesson.

1 2 3 4 5 n/a

Comments:

It is clear the Dr. Curiel knows what he is talking about. The simulation/game was confusing to me (as I missed the previous class and I am in no way an expert in this subject area) but most students understood and knew how it worked. They asked questions throughout and Dr. Curiel was able to answer them confidentiality. The debrief went well and the students had a lot of input.

4. Organization: The lesson was well-prepared and organized. Class started and ended on time.

1 2 3 4 5 n/a

Comments:

The course started and ended on time. Most of the class was dedicated to the simulation. Students were prepared for the game.

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5. Engagement: The lesson included a mix of teaching styles, examples, discussion, and/or problem-solving as appropriate to the lesson.

1 2 3 4 (5) n/a

Comments:

There was brief instruction, then the simulation, then the debrief. There was lots of discussion and problem solving was at the heart of the simulation. Dr. Curiel offered several real-world examples to get the important concepts across.

6. Engagement: The professor was respectful of students, enthusiastic about the course material, and delivered an interesting and engaging lesson.

1 2 3 4 (5) n/a

Comments:

Dr. Curiel was excited to run the simulation and the students were equally enthusiastic about participating. The students were engaged throughout the entire class.

Dr. Curiel is creative in the classroom and offers activities that the students are excited to participate in.

Evaluator Signature: Katya

Date: 9/16/22

Observed Faculty Signature: [Signature]

Date: 10/4/22

**The School of Social Science and Human Interaction
Peer Teaching Review – Classroom Observation**

Observed Faculty Member John Curiel **Date** 2/17/2023

Evaluator Kristie Payment **Course Observed** Intro to American

To the evaluator: Please circle a rating and add comments on each of the following criteria ranging from 1-5 where 1 indicates a high need for improvement and 5 indicates excellent work. If appropriate, circle n/a if there is no basis for evaluation.

1. **Content:** The content, including clear, appropriate language and terminology, was appropriate for the course level.

1 2 3 4 5 n/a

Comments:

2. **Content:** Visual aids, if used, were clear and appropriate.

1 2 3 4 5 n/a

Comments: During this discussion there were several times where you were building off the same basic example throughout – with sports teams and managers and the role of party organizations. I think it may have helped to try to illustrate some of these things or just puts some notes on the board to give the students a bit of time to really process the examples. Sometimes I use the board to just help to slow things a bit because for some students they need a bit more time to see the connections.

3. **Content:** The professor demonstrated expertise in their subject area in relation to the day's lesson.

1 2 3 4 5 n/a

Comments: He was easily able to field questions and knew his material without needing to refer to notes.

4. **Organization:** The lesson was well-prepared and organized. Class started and ended on time.

1 2 3 4 5 n/a

Comments: It started and ended on time and had a clear organizational structure – I do think it would benefit from that structure being pointed out at the start of the lecture – just telling students what the focus of the class is today and maybe asking if we need to recap anything from last time before moving on. This is also a place where some more board work may help the students to keep the structure in mind and to more easily see the connections between the examples and the formal concepts.

5. **Engagement:** The lesson included a mix of teaching styles, examples, discussion, and/or problem-solving as appropriate to the lesson.

1 2 3 4 5 n/a

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Comments: In this class there was a mix of lecture, lots of examples from things the students could relate to, and even an activity where they voted on a valentine's day card that had students making valentines based on one of the political concepts they had recently learned about.

6. Engagement: The professor was respectful of students, enthusiastic about the course material, and delivered an interesting and engaging lesson.

1 2 3 4 5 n/a

Comments:

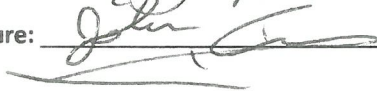
Evaluator Signature:



Date:

3/6/23

Observed Faculty Signature:



Date:

3/20/23

The School of Social Science and Human Interaction
Peer Teaching Review – Classroom Observation

Observed Faculty Member John Curiel Date 2/24/2023

Evaluator Kristie Payment Course Observed Gender and Politics

To the evaluator: Please circle a rating and add comments on each of the following criteria ranging from 1-5 where 1 indicates a high need for improvement and 5 indicates excellent work. If appropriate, circle n/a if there is no basis for evaluation.

1. Content: The content, including clear, appropriate language and terminology, was appropriate for the course level.

1 2 3 4 5 n/a

Comments:

2. Content: Visual aids, if used, were clear and appropriate.

1 2 3 4 5 n/a

Comments: I think the items you put on the board could have used a bit more elaboration to see their value.

3. Content: The professor demonstrated expertise in their subject area in relation to the day's lesson.

1 2 3 4 5 n/a

Comments: He was easily able to field questions and knew his material without needing to refer to notes.

4. Organization: The lesson was well-prepared and organized. Class started and ended on time.

1 2 3 4 5 n/a

Comments: It started and ended on time and had a clear organizational structure – I do think it would benefit from that structure being pointed out at the start of the lecture – just telling students what the focus of the class is today and maybe asking if we need to recap anything from last time before moving on.

5. Engagement: The lesson included a mix of teaching styles, examples, discussion, and/or problem-solving as appropriate to the lesson.

1 2 3 4 5 n/a

Comments: In this class I saw mainly lecture and asking for student's thoughts, but I know that in other classes there are in-class activities.

6. Engagement: The professor was respectful of students, enthusiastic about the course material, and delivered an interesting and engaging lesson.

1 2 3 4 5 n/a

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Comments: He is clearly passionate about the material, is sensitive to the feelings of the students and keeps people engaged with interesting examples and content.

Evaluator Signature:



Date:

3/6/23

Observed Faculty Signature:



Date:

3/24/23

In the spring of 2023 I observed John teach on two separate occasions. Although I have included separate rating forms for each class, I am combining my general comments/feedback into one summary. The two classes I observed occurred a week apart and were Intro to American Politics and Gender and Politics, respectively. I wanted to observe both a 1000 level class and one that was of a higher level so I could get a sense of how he approached material of differing difficulty levels.

My overall impression of John's teaching after the first class was that he is an outstanding instructor – in all aspects. This impression was solidified after sitting through his second class a week later. John has all of the hallmarks of a strong educator; he is respectful of the students, starts and stops class on time, covers an appropriate amount of content at a comfortable pace, and uses examples that are both relatable and quite engaging. He also asks questions throughout the lecture and responds well when he is asked a question. I particularly like how he points out to the student that the question was a good one and thanks them not only for asking it, but for helping him to realize where in his lecture he had either left information out or was unclear. Even though I am quite satisfied that he is the kind of instructor that ONU wants to have in the classroom, I am also a believer that there are always areas where we can make some improvements. Although these are minor, I have discussed a few areas where I think John may be able to make simple adjustments to his class that might aid in increasing student satisfaction scores on his evaluations. It is of course a challenge to get a good sense of things and provide feedback when I only see one class. Not knowing how I would be tested, how the lecture links to assignments, etc... makes it difficult to know if my suggestions make sense, but some could be helpful none the less.

The first suggestion I have would be very difficult for John to adjust at this point in the semester, but moving forward I would recommend that he make it a point to call on a variety of different people in the class. When I observed Intro to American there were four students that were consistently called on or used in examples. This usually happens because early on those students show that they are willing to participate, and as instructors we know that we can count on them to provide some sort of answer so we tend to "go to them" time and time again. However, what often happens is that those students become the only ones asking questions and providing answers which may allow the rest of the class to disengage a bit from the material. The way I have always approached this is to tell students from day one that if I am always seeing the same hands go up, that I will revert to simply calling on students so that all participate. When I then begin implementing this process early on most all students stay a bit more engaged in the class and I think appreciate that they don't always hear from the same small set of students.

A second suggestion I have concerns the way the students take notes/use the slides in his class. The way instructors use slides varies widely, with some providing students the exact same slides with all the notes already on them and others who provide no slides at all until after the lecture is over. I am not positive, but I think John may do the latter. If so, I would suggest a middle ground approach. The reason I suggest this is because when I observed the students in his class many were immediately typing all of the content on the slide once it changed. However, by the time they had typed the content he was several minutes into his explanation of the content of the slide and his examples. Thus, it feels like students are missing a great deal of amazing content and examples because they are too focused on getting down what is on the slide. I find this interesting because I believe the students have access to his slides after the class is over. It seems as if many students want to take notes to stay somewhat active, which makes sense, but I think if they had some "bare bones" slides to work from that they

would then be able to take notes on his examples and his explanations which may be more beneficial.

My third suggestion would be to start the class with a brief overview of the topics to be covered for the day and then with each new slide orient the students to the content to be covered on that slide before going into the explanation – so maybe a general opening putting the content into understandable language and then heading into the explanation or examples to illustrate it. If it is on a particular concept, maybe define that concept and help the students fit this part into the “bigger” picture before going into explanations or examples. It’s really a bit about organization – I struggled at times to figure out what I would take notes on or where we were in terms of the slide content so this might help. I would also suggest stopping once in a while and doing a quick knowledge check – so rather than just asking for a student’s thoughts or opinions which John does often, I might ask them from time to time to “explain to me in your own words what we just talked about” or to “tell me in your own words what that bullet on the slide means”. This allows one to gauge how well people are understanding the content being covering. Finally, I think more slowly defining the key terms that are on the slide to help get past any jargon from the discipline that the students may not yet be familiar enough with and setting up the concept first would help the students to better understand the examples.

These suggestions should not overshadow the fact that I think John is an outstanding instructor who clearly is not only highly knowledgeable in the areas he teaches, but who also puts forth a great deal of time and effort into his lectures. He pulls in students with funny and engaging examples that they can relate to, while also clearly giving necessary content from the course. Additionally, he offers many opportunities for discussion or to hear their thoughts. I am also very impressed with how he can carry an example throughout an entire class and build each new concept into it. He is a quality instructor and the type that I would seek out if I were on a job search committee evaluating prospective new faculty to ONU.

**The School of Social Science and Human Interaction
Peer Teaching Review – Classroom Observation**

Observed Faculty Member John Curiel Date 5/1/2023

Evaluator Kristie Payment Course Observed: Gender and Politics

To the evaluator: Please circle a rating and add comments on each of the following criteria ranging from 1-5 where 1 indicates a high need for improvement and 5 indicates excellent work. If appropriate, circle n/a if there is no basis for evaluation.

1. Content: The content, including clear, appropriate language and terminology, was appropriate for the course level.

1 2 3 4 5 n/a

Comments:

2. Content: Visual aids, if used, were clear and appropriate.

1 2 3 4 5 n/a

Comments: John used informative graphics on both his slides as well as on the board. Some of these were clearly planned graphics, but toward the end he also used an improptu visual aid to explain an example and better assist a student with understanding the concept.

3. Content: The professor demonstrated expertise in their subject area in relation to the day's lesson.

1 2 3 4 5 n/a

Comments: He is clearly comfortable with the topic area: he knows the content and theories without referring to his notes and fielded several questions from students that were both directly about the material he was teaching as well as some that were in related areas.

4. Organization: The lesson was well-prepared and organized. Class started and ended on time.

1 2 3 4 5 n/a

Comments: It started and ended on time and had a clear organizational structure. In this class he also provided an overview to the students for what he planned to cover for the day and reoriented them at the start of class with the material they had left off with last time – it was a nice way to be sure everyone was starting class in the same "spot".

5. Engagement: The lesson included a mix of teaching styles, examples, discussion, and/or problem-solving as appropriate to the lesson.

1 2 3 4 5 n/a

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Comments: He used lecture, examples, and facilitated discussion throughout the class period. Also used visual model to assist in explanation and guide examples.

6. Engagement: The professor was respectful of students, enthusiastic about the course material, and delivered an interesting and engaging lesson.

1 2 3 4 5 n/a

Comments: Each time I watch John teach his passion for the material is clear. He covered some challenging topics during this lecture but made sure that all the students were comfortable with the discussion. He also effectively uses humor throughout his lecture, but not to the point of distraction and not to the detriment of content coverage. Finally, he asked pointed questions to engage students with the material and if they struggled he facilitated responses, making them feel supported and like "not knowing" was okay.

Evaluator Signature: _____

Observed Faculty Signature: _____

Date: 5/12/23

Date: 05/13/2023

Typically, when I do a peer teaching evaluation I go into quite a bit of depth on both the areas in which my colleague excelled as well as any areas in which I feel like they may be able to improve. This evaluation, however, will be a bit different, as it is the second time within a 10-week period that I have observed John in the same class, Gender and Politics. Thus, in this evaluation I will cover only the feedback that I had given him last time and then address how I feel he addressed these points. Additionally, I will add in my other overarching thoughts about his teaching.

In my first evaluation, the first area in which I felt that John could make improvements was in classroom engagement, not from his perspective, but from the students themselves. When I initially observed him teaching I noticed that he consistently called on the same smaller group of students. This usually happens because early on those students show that they are willing to participate, and as instructors we know that we can count on them to provide some sort of answer so we tend to “go to them” time and time again. This was not an area where I really expected to see much change when I attended the class again 10-weeks later, as it would be difficult to get students out of the already established pattern. Upon sitting in on the class, however, I was pleasantly surprised! John made it a point to call on each of the students in the class, and often did so more than once. When he did so he was supportive, so that they would not feel put on the spot and always showed appreciation for their answer – even when clarification of the answer was needed. This change also had another impact on the class – not one student was “off-task” during the entire lecture, despite the fact that all students but one, were using their laptops to take notes! Simply knowing that they might be expected to give their thoughts at any given moment was enough to keep them actively engaged throughout which I know will benefit their learning and comprehension of the material.

A second suggestion I had concerned the way the students take notes/use the slides in his class. On my previous visit I noticed that students would immediately begin typing what was on the slide once he would switch to a new one, but then they seemed to do little note-taking after that. I will be honest, I am not sure exactly what John did to change this behavior – he may have redesigned the student version of the slides, or it could be due to the way he now more actively calls on all the students in the class, but whatever the change, it seems to have worked. Students do still take some notes when a slide switches, but they don’t seem to be taking them all at once and then disengaging. Rather, I noticed many would continue to take notes throughout his discussion of the slide, particularly as he added elements on the board or fleshed out examples. This type of activity suggests maintained attention to the lecture, facilitating acquisition and understanding of the material.

After my first experience in his class I suggested to John that he start the class with a brief overview of the topics to be covered for the day, and then with each new slide orient the students to the content to be covered on that slide before going into the explanation. I also suggested stopping once in a while and doing a quick knowledge check, asking students to explain in their own words what was just covered or what a bullet on the slide means. Doing so would help him to gauge if students were grasping the key points of the discussion. 10-weeks later I saw both of these things implemented as well. He began the class with an overview of the topics and also spent a few minutes reorienting them to where they had left off. This is a great way to get everyone thinking about the material and on the same page. Not only did he overview the day’s lecture, but as he switched to each new content slide he gave a brief orientation to what that slide would cover as well. Additionally, at a few points in the class he would stop and ask a student if they understood what had just been covered – then, if they said yes, which they often do – he followed it up with another question about the content – allowing him to really

gage if any clarification was needed! Many people do a cursory check of knowledge by asking if there are questions or if everything makes sense and then just move on when all the students undoubtedly often say "yes". The fact that he then followed it up serves two purposes in my opinion: 1) lets him know if they actually do understand and 2) in the long-term creates a pattern in which students will remain more engaged since they know follow-up questions will likely be asked. Brilliant!

Changing strategies mid-semester in an attempt to address all the feedback that one has been given is not an easy task and I certainly did not expect John to do so this semester. This undoubtedly added work to each of his course preps and may have also taken him (at least initially) out of his familiar pattern, both of which can be stressful. This behavior clearly shows that John values feedback and wants to improve his teaching for the betterment of student learning. Although I already thought that John was outstanding in the classroom, he proved with this last class that he not only can, but will adapt in order to improve his performance. Once again I end with the same sentiment as last time, John is an outstanding teacher and the type that exemplifies the excellence in the classroom that ONU strives to maintain.

Evaluator Signature:



Date of Evaluation:

5/12/23

The School of Social Science and Human Interaction
Peer Teaching Review – Classroom Observation

Observed Faculty Member Dr. John Curiel Date 12/1/23

Evaluator Katy Rossiter Course Observed SOC 2531 Research Methods

To the evaluator: Please circle a rating and add comments on each of the following criteria ranging from 1-5 where 1 indicates a high need for improvement and 5 indicates excellent work. If appropriate, circle n/a if there is no basis for evaluation.

1. Content: The content, including clear, appropriate language and terminology, was appropriate for the course level.

1 2 3 4 5 n/a

Comments:

The lecture went over how to write an abstract. Overall, there were a lot of details about the process and how it tied back to each of the students' research. There could have been more explanation for why abstracts are necessary or useful, outside of just applying for a conference.

I think some of the content felt a little over their heads. You could slow down a bit, use more basic terms, and repeat/redefine terms.

I think the students are paying attention but have a bit of trouble sometimes answering your questions because they are confused by the question, so you could try to rephrase things.

2. Content: Visual aids, if used, were clear and appropriate.

1 2 3 4 5 n/a

Comments:

The visual aids used were PowerPoint and a handout. I think the handout was a homework assignment, as it wasn't used in the class I observed. The PowerPoint was well done.

3. Content: The professor demonstrated expertise in their subject area in relation to the day's lesson.

1 2 3 4 5 n/a

Comments:

You are clearly an expert on the subject and have examples from your past work.

4. Organization: The lesson was well-prepared and organized. Class started and ended on time.

1 2 3 4 5 n/a

Comments:

The class started and ended on time. Time was spent talking about a previous assignment and the plan for the remaining classes. The lecture got off track and jumped around a bit, but then came back around to the PPT.

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5. Engagement: The lesson included a mix of teaching styles, examples, discussion, and/or problem-solving as appropriate to the lesson.

1 2 3 4 5 n/a

Comments:

The class was mostly lecture with some questions/answers from students. The worksheet would have been a great activity for students to work on together in class, to make sure they were understanding the concepts. You called on students to answer your questions often (cold calling: calling on students who don't raise their hand, etc.). I am not a huge fan of this, as a student I would be uncomfortable with this. However, it is totally up to each professor on whether they want to do this. I would suggest looking at your course evaluations at the end of the semester and see if you get feedback about this. If not, carry on. If you do, you may consider making changes.

6. Engagement: The professor was respectful of students, enthusiastic about the course material, and delivered an interesting and engaging lesson.

1 2 3 4 5 n/a

Comments:

You were enthusiastic about the topic and the 50 minutes went by quickly. You related the material to several students' work, which is great. The students were paying attention and engaged. You allowed a student to join virtually, which was nice.

I think you were, in general, respectful of the students but some phrasing you used seemed unnecessarily negative (e.g. you're not going to do revolutionary research).

Note based on comments made in class: This is just an idea for you to consider if you haven't already. If students are struggling with their literature reviews and/or sources, you could contact our librarian for help. I have used them for my World Regional class to go over this topic and I think it has worked well. Again, just an idea if it is helpful.

Evaluator Signature: _____

Observed Faculty Signature: _____

Date: 12/6/23

Date: 12/6/2023