

## 7. Teaching Critique Observation Worksheet

*Some statements in the schedule may not be applicable for the particular session being observed, in which case they should be marked **Not Applicable**. For each section, an overall assessment of the criteria as listed is to be made. **Comments** boxes may be used to expand on identified points in the list or to make comments on additional areas not covered by the list.*

**Date of session observed:** 5<sup>th</sup> March, 2009

**Subject code:** ITC105

**Type of presentation:**  lecture /  seminar/tutorial/laboratory class/other

**Number of students attending this session:** 14 in Wagga Wagga

**Lecturer:** Md Zahidul Islam

**CELT observer(s):** Maxine Cummings

**Overall comments:** including reference to any issues affecting the session which were outside the control of the teacher e.g. accommodation, resources

Many thanks for inviting me to observe this lecture. It was great to see the improvement in your teaching since the last time I was invited to observe your presentation. Your teaching style is gaining in strength and I look forward to continuing to work with you to develop this further.

## **8. Teaching Critique Observation Summary**

### **Agreed good practices**

- It was excellent that you began the lesson revising the concepts that were developed the previous lesson
- With a large number of students in your class where English is a second language it was excellent that you reinforced the help that Students Services are able to provide. Perhaps invite them into your next class to talk to them first hand about what services they are able to provide. Also provide a link through you *CSU Interact* site to some of the relevant help topics.
- The classroom environment was calm and friendly which immediately put students at ease. This encouraged students to ask questions if they felt they were having difficulty with some concepts
- Your power point presentation was full of images which was an enhancement to your presentation. All images and references were sourced and hyperlinked which enabled those students who wanted to research the material further the opportunity to do this especially in the online environment
- Group work is an enhancement to learning and it was great that you started to introduce this. Plan your groups a little better as sometimes you need big groups and at other times you need smaller groups depending on the activity at hand
- You have developed excellent use of examples within your presentation. This really made it easy for students to grasp these difficult concepts and provide them with real images they could use when explaining these concepts in the examination
- The pace of your presentation was good because at no stage was it evident that students weren't grasping all the concepts presented.
- At all times students appeared to be actively engaged in the presentation

### **Recommended enhancements to teaching**

- So the flow of the lesson as not impeded by students when they arrive late put up any phone numbers or other important information on the whiteboard. Remember that the whiteboard can be difficult to see up the back especially if it is dirty or if the whiteboard markers don't work well
- Clean the whole of the whiteboard. Having another unrelated lesson on the board can often be a distraction.
- Even though it is a compliment to a lecturer to have keen students in the classroom you need to be mindful not to let them take over. Be sure to direct questions to some of the other students, so they are all involved.

- Ask questions that will demonstrate their understanding of the concepts. Asian students in particular will always say yes when you ask the question “Do you understand?” even if they do not. You need to practise this skill as it needs to be developed further and is a real enhancement to creating deeper understanding within the classroom.
- The subject being taught is all about communication. Students need to understand that when they are answering a question that all the class needs to be able to hear the question and answer. If the student’s voice is too soft they need to develop their voice projection so that all the class can hear. This is an important Graduate Attribute that students will develop in confidence and be able to speak with authority.
- Another way to develop these skills is to have students read out parts of a slide. This gives them practise in oral skills without intentionally taking up too much of the lecture time
- Guiding students in a brainstorming session also assists students to develop some basic skills, such as how to write clearly on a whiteboard (for example: important when you are leading a Project Management discussion). Add slides to your Power Point that lend themselves to brainstorming.
- This particular topic lent itself to the development of a small role play scenario to help develop some of the concepts further. Use this sort of strategy to break up your session. Two hours was a little too long to sit and concentrate without a short break and an activity which requires some movement without going out of the room is ideal for this.
- Don’t put into your Power Point presentation any slides that students cannot read. Either pull out the main points or don’t use the slide. A PowerPoint presentation is only meant to be a summary. Any extra reading etc can be put online for those students who want to explore the topic further.
- When creating your PowerPoint slides put up some of them incomplete that way you can invite some questions and then complete the slide with the mouse click if they struggle to answer the question posed or reward students if they get the correct answer. This also helps in your own personal reflection of whether the students are grasping particular concepts
- Perhaps close the lesson with a slide summary of the main concepts and use this as a prompt for the next lesson’s revision

**Follow-up session recommended**

Yes

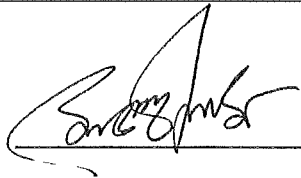
→ Suggested date: \_\_\_\_\_

No

**Comments by lecturer**

\* The suggestions are very constructive and helpful.  
\* I really appreciate the support provided by Maxine.


Signature of lecturer:

 \_\_\_\_\_

Date:

10/03/09

Signature of CELT  
observer:

M. Cumming  


Date:

10-3-09