

Face-to-Face Observation Instructional Appraisal Form

*Note: It may not be possible to demonstrate
all of these behaviors in one session*

Class: **World Civ. 1**
 Faculty: **Jack Norton**
 Date: **11/16/15**
 Dean: **Michael Kirch**

Lesson in computer classroom

Student Engagement	Observed	Comments
<ul style="list-style-type: none"> • There is an atmosphere of mutual respect and diverse viewpoints. 		Yes. Class appears to be a respectful environment. Students listened attentively. The first 28 minutes of the class period were all lecture. I wonder if there might be an opportunity for student input in the discussion. Might you ask students how they would assess the credibility of a specific site and then use it to discuss the nature of social media and the difficulty of assessing content on social media sites?
<ul style="list-style-type: none"> • There is evidence of academic rigor. 		Yes. Discussion of discovering and assessing source credibility. Reviewed websites. Had students find information on a historical topic and then assess the information.
<ul style="list-style-type: none"> • Questions are responded to appropriately. 		There were no questions of the class as a whole, however, individual students asked questions about both the content of the lesson and other course concerns. Jack walked around the classroom to answer student questions.
<ul style="list-style-type: none"> • There is active learning (simulation, role playing or other). 		Students applied the PISA test to information located on three social media sites.
<ul style="list-style-type: none"> • There is appropriate application to the real world. 		Yes. Discussed websites and covered the PISA test to ascertain the credibility of sites. Useful lesson in media literacy.
<ul style="list-style-type: none"> • Learning is monitored and instruction is adjusted. 		Jack walked around the classroom to check on student progress. He answered questions posed by individual students.

Overall Organization	Observed	Comments
<ul style="list-style-type: none"> • Lesson objectives are made clear to the students. 		Discussed the plan for the next two weeks – conversations: understanding the past through social media. Gave a preview of the lesson. “Intention is the food of attention.” Nice framing of the lesson with the quotation. Provided a rationale for looking at public history and its potential to influence thought. Used pinterest, twitter and wordpress. Introduced topics relevant to the historical period. Later, Jack reminded students how to get to the online lesson. This lesson also serves a greater purpose in increasing student media literacy. Do you allow students to use all of the sites in their research?
<ul style="list-style-type: none"> • Key points are summarized throughout the lesson. 		Yes. PISA was discussed several times. I wonder if you might review a site as a group to demonstrate the process one engages in when reviewing sites. When does one apply the various software programs to assess credibility?
<ul style="list-style-type: none"> • The lesson is related to past and future lessons. 		Yes. The nature of the lesson is research and public history so it applies to all lessons. At the same time, there is a posted lesson for the students to review and work on. The lesson also related to past discussion on assessing sources.

• Terms are defined or background given as necessary.		PISA test (Publication, Institution, Source, Author) Discussed Pins - boards, Twitter = # @historyjack – handle, WordPress (and how to dig deep).
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Communication and Presentation	Observed	Comments
• Concepts are explained clearly.		Yes.
• A variety of teaching techniques are used.		Lecture. Had students review and assess sites. Reviewed sites. Students posted their findings to the class discussion board.
• Examples are given to clarify points.		Yes. Discussed the difference between accessing information 50 years ago and today. With use of web we give up information. Where is this going? Media literacy. Can't this also impact webs that are suggested to us?
• Instructor speaks with effective vocal quality, volume and rate.		Yes. Instructor is a little soft in the beginning but adjusted his volume fairly quickly. Wide room.
• Technology use enhances learning.		Yes. The lesson is about viewing public history through social media. Created a dummy account for student use (Pinterest). Covered twitter. Easywhois.com to check who owns website. Builtwith shows software that creates a website

Comments:

Interesting lesson on media literacy and assessing public history found on social media sites.

Although the last half of class was all active learning (GREAT!), I wonder if there might have been more interaction in the first 30 minutes. It might be useful to demonstrate to students that, for all their professed media savvy, they are not always critical assessors of public history (or other information for that matter).

Students appeared interested in the lesson.

Used a muddiest point technique to review the lesson and prepare for the second half of class.

Nice use of a class discussion board.

Jack,
Excellent class period.
Thank you for all of your work for the college (chair, assessment leader, CTL, etc.)

Faculty Response:



Faculty: _____
(signature)

Dean: _____
(signature)

Date: _____

Date: _____