

Peer Observation for Formative Assessment of Teaching

Faculty Member Observed - **Yanan Wu**

Rank - **Teaching Assistant**

Date of Observation - **11/19/2021**

Course Observed - **EPPS 2302 Methods of Quantitative Analysis in the Social and Political Sciences**

Type of Course (lecture, lab, etc.) - **lecture**

	<i>Not Applicable</i>	<i>Needs Improvement</i>	<i>Done Well</i>	<i>Truly Exemplary</i>
CONTENT				
1. Presented main ideas clearly	NA	NI	DW	TE
2. Clearly addressed relevancy of main ideas	NA	NI	DW	TE
3. Called for higher order thinking of students	NA	NI	DW	TE
4. Related ideas to students' prior knowledge	NA	NI	DW	TE
5. Provided definitions for new terms/concepts	NA	NI	DW	TE
6. Referred students to sources of credible information to deepen and/or broaden their knowledge of an idea	NA	NI	DW	TE
ORGANIZATION				
7. Was prepared for class				
8. Connected content to previous classes	NA	NI	DW	TE
9. Stated organization/objectives	NA	NI	DW	TE
10. Used clear, effective transitions with summaries	NA	NI	DW	TE
11. Used instructional time well	NA	NI	DW	TE
CLASSROOM INTERACTIONS				
12. Facilitated students' active engagement/participation in learning	NA	NI	DW	TE
13. Used and responded to questions effectively	NA	NI	DW	TE
14. Showed awareness of different levels of students' knowledge	NA	NI	DW	TE
15. Had a good rapport/engagement with students	NA	NI	DW	TE
16. Was responsive to verbal and nonverbal feedback from students	NA	NI	DW	TE
17. Treated students with respect	NA	NI	DW	TE
EFFECTIVE COMMUNICATION				
18. Was confident and enthusiastic	NA	NI	DW	TE
19. Made adequate eye contact with students	NA	NI	DW	TE
20. Used clear articulation and pronunciation	NA	NI	DW	TE
21. Avoided distracting mannerisms and language	NA	NI	DW	TE
22. Projected voice to be easily heard	NA	NI	DW	TE
23. Used appropriate pace of delivery	NA	NI	DW	TE

USE OF MEDIA AND INSTRUCTIONAL MATERIALS

24. Used classroom technology proficiently	NA	NI	DW	TE
25. Websites, video clips, and other visuals and audiovisuals effectively	NA	NI	DW	TE
26. Provided effective outline/handouts	NA	NI	DW	TE

Comments

Quality of the syllabus:

EPPS 2302 syllabus is detailed, specific and easy to follow. Information on the main course policies is clear. Yanan could have included more information about the final exam to help students set their expectations about its format and content. Since the class does not have a midterm exam, the instructor may want to prevent excessive anxiety about the final exam by showing students a practice exam or going over its format and content before the actual exam. The best way to have clarity about the final, however, in my view, is to include this section in the syllabus.

Quality of instruction:

Strengths and innovations

- Pearson online quizzes. I really appreciated Yanan's reliance on these online quizzes because in courses like EPPS 2302, it is really important for students to work continuously and consistently. Online quizzes provided by the publisher are a perfect way to achieve this educational goal.
- Effective use of the tablet and stylus technology interactively in class. Students in Yanan's classroom asked questions and received great visual explanations on the virtual board. Yanan worked with Word documents that she annotated in class. It was a smooth interactive experience for the students who could follow along with the lecture making notes on their own version of the same Microsoft Word document with pre-populated content areas for the day's topic that Yanan distributes before class.
- Short videos provided to students in advance of the class period. These are a great learning device. When Yanan teaches live lectures, she focuses on applied work based on the chapter assuming that the students have watched the videos. It is actually imperative for the students to watch video lectures before coming to class to make sense of the applied work. So, I would encourage Yanan to make it a requirement for students to watch the videos before class (right now it is a strong suggestion but not a requirement in the syllabus). For example, students can receive participation points for it (you can enable statistics tracking for the videos on eLearning).

Areas for improvement

- eLearning course design. Content areas on the left menu can be renamed and moved around for the students to get access to the relevant course content right away. The way the course is set up now requires students to scroll down a lot to find relevant course content. Have discussed with Yanan how to do move and rename content on eLearning and have shown an example of class design that is easy for students to navigate.

- Since EPPS 2302 is a flipped classroom, student engagement may be an issue. Consider using Calendly, Google Calendar or any other software of your choice to let students set up individual short appointments with you at the time of your availability (15 min, 30 min). It is easy to set up such appointments because Calendly and Google calendar integrate with Outlook really nicely. You may enjoy it and students may enjoy it more than going back and forth with email about your mutual availability.
- Instructor's camera is so far away that the students have a hard time seeing the instructor. Creating rapport is easier when a student can see the instructor's face clearly. Consider using a camera on the computer rather than the big classroom projector camera to create a more interactive experience for the students.

Overall, Yanan Wu is doing an excellent job in teaching EPPS 2302. Given the type of content, the use of communication capabilities in Teams and other modern technology that her classes demonstrate, Yanan is effective in course delivery, efficient with her time in class, and attentive to student needs.

Date of Conference after Classroom Visit - **11/19/2021**

Observer Signature

Observer Name (Print) - **EVGENIA GORINA**

Observer Title - **Associate Professor, Public and Nonprofit Management, EPPS, UT Dallas**

Instructor Signature

At the closing conference the observer should inquire about the instructor's availability to students outside of class time. If the instructor's availability is considered limited, the observer should share strategies that will increase availability to students.