

VIDEO/CLASSROOM OBSERVATION FORM

If you have not completed this form in the past, please look over the second section before viewing the video or observing class. The categories listed in the second section (adapted from Berkeley's teaching website: <http://teaching.berkeley.edu/compendium/>) suggest things to look for when viewing the class. (We recommend, however, that classroom observers do not fill out the form during class as this may distract the instructor.)

ARRANGING FOR YOUR CLASS TO BE VIDETAPE

Contact *Tom Sykes*, x6757, j.thomas.sykes@lawrence.edu, and inform him of the date, time, duration and location of the class to be videotaped. (Due to technical limitations, only 60 minutes of a 70 minute class period may be filmed; longer classes can be recorded on two mini-DVDs).

NOTE TO SELF-RATERS

There is a common tendency to focus on one's flaws when watching video of oneself. Consider having a supportive mentor, peer, or friend view it with you.

HOW TO SUBMIT COMPLETED FORM

FOR FELLOWS: when logged into the network on campus, click My Computer → campus_share on curtis (U:) → Fellows Program → For Fellows → your personal folder → video self-observation

FOR MENTORS: when logged into the network on campus, click My Computer → campus_share on curtis (U:) → Fellows Program → For Mentors → your Fellow's folder → class observation

FOR OTHER OBSERVERS: Send or Email form to Provost David Burrows

CONFIDENTIALITY OF VIDEOS

Videos will be recorded directly onto mini-DVDs that can be played in any tray-style DVD drive (slot-style players cannot center the DVD). Fellows will immediately receive the mini-DVD recorded by the video camera and will control its subsequent use.

Your name:

Date of Class:

Course Title and Number:

Section I: These questions are adapted from the standard course evaluation form at Lawrence and are included (even when somewhat redundant with later ratings) for comparability to those ratings. Please feel free to skip any question that does not apply to the class you observed.

Use the following scale to make ratings:

1	2	3	4	5
poor	mediocre	satisfactory	good	excellent

Rating

- _____ In general, how would you evaluate this class session?
- _____ Helpfulness of instructor's comments to students on their contributions to class
- _____ Organization of class session so as to enhance learning
- _____ Instructor's ability to create an intellectually stimulating class session
- _____ Teaching of general concepts in addition to specific facts
- _____ Accessibility (e.g., invited questions outside of class) and helpfulness of instructor
- _____ Appropriateness of level at which class was taught (if not, too simplistic or too difficult?)
- _____ Instructor's ability to lead good discussion
- _____ Instructor's encouragement of critical thinking

Section II: After providing narrative comments on each of the following categories, give an overall rating for that category using the 5-point scale from previous section. If you feel that a category does not apply to the class session you observed, feel free to skip it. The examples (adapted from Berkeley's teaching website) are meant to aid you, not to be prescriptive or all inclusive.

1. STYLE (e.g., Did the instructor speak clearly, adjust to audience, make eye contact, use tone and inflection to maintain student interest, invite inquiry and appear open to it?)

_____ **Overall STYLE rating (1-5)**

2. CLARITY (e.g., Were concepts explained well, terms defined, ideas related to each other, distracting digressions avoided? Did the instructor realize whether students understood?)

_____ **Overall CLARITY rating (1-5)**

3. CONTENT AND ORGANIZATION (e.g., Was/were agenda for session explained, purpose of class clear, important ideas emphasized, transitions made smoothly? Did the instructor link class content to previous or future class sessions or to larger academic/social issues?)

_____ **Overall CONTENT AND ORGANIZATION rating (1-5)**

4. PARTICIPATION (e.g., Did the instructor get students actively engaged, encourage questions, give sufficient time and prompting to elicit participation? Was the instructor able to manage participation well, such as defer tangential questions until after class?)

_____ **Overall PARTICIPATION rating (1-5)**

5. FORMAT (e.g. Was the mix of lecture/discussion/group exercises/Q&A/etc. appropriate for the material presented? Did it help to maintain student interest and attention throughout the entire class period and stimulate critical thinking?)

_____ **Overall FORMAT rating (1-5)**

6. DISCUSSION (e.g., Did the instructor encourage meaningful responses and participation, draw out reticent students and prevent individuals from dominating, refrain from monopolizing discussion period, encourage students to address each other, prevent discussion from going off on tangents or devolving into simple opinion-stating, mediate conflicts, provide closure?)

_____ **Overall DISCUSSION rating (1-5)**

7. CLASSROOM CLIMATE (e.g., Was the instructor able to create a relaxed, but energized climate, promote a sense of shared mission and open inquiry, avoid attending only to some students and not others, criticize without rancor, manage difficult moments?)

_____ **Overall CLASSROOM CLIMATE rating (1-5)**