

Teaching Critique Observation Worksheet

Date of session observed: 10th March 2010

Subject code: ICT161

Type of presentation: Lecture

Number of students attending this session: 10

Lecturer: Dr. Md Zahidul Islam

DLTS observer(s): Dianne Lane

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

This was the 2nd teaching week and the 2nd lesson the students had on this topic and Zahid demonstrated strong support for CSU students in their first year of study. This lecture's combination of exposition and questioning will enhance critical thinking skills. A highlight of the lecture was Zahid's passionate delivery and welcoming attention to the student experience.

Teaching Critique Summary

Agreed good practices

Session introduction

The introduction to the lecture was highly personal and Zahid undertook a friendly engagement with the students as they entered. I applaud your attempts to revise their names at the beginning of the session and to use names during the lecture. Zahid displayed a good level of patience in delaying the start of the lecture for late students but it was good to see a friendly threat to target an unacceptably late student with extra questioning. This is a good strategy to alert students to the fact that they need to be more punctual and to set a standard for future punctuality.

At the beginning Zahid provided a strong formal introduction, reminding students about his contact details and consultation hours. Explanation of tutorials sessions and

assessment timing was displayed in a colourful timetable. Later in the lecture further explanation of study expectations were given in a less formal manner and this set an expectation of a higher standard of application.

Explanation of subject material

At all times, Zahid demonstrated a firm grasp of the subject material. He used a PowerPoint to provide structure to the lecture. The powerpoint was suitably brief with clear diagrams, illustrations and prompts with summaries of the material. Zahid acknowledged the limitations of the PowerPoint by accessing more detailed notes from other sources and by using the white board to demonstrate concepts such as the binary counting system and shifting. This also provided variation in the lecture delivery.

The lecture was constructed in a linear format moving from one IT concept to the next as outlined by the ppt with good linking to previous sessions with revision of the previous topic by questioning and summaries. New concepts such as the Flip Flop gate and Shifter were introduced and clearly explained followed by probing question to ascertain understanding by students. Explanations were provide with topical examples such as the Not gate being similar to a friend who always says the opposite. This technique of relating examples to personal experiences helped ground the concepts for students and lightened the mood of the lecture.

Zahid showed a great deal of enthusiasm for the subject material and for the student experience in this lecture. His fast delivery portrayed a happy and passionate academic who was keen to engage with the students. He made good use of the teaching space by moving towards students when he was probing for an answer or providing explanations. This movement assisted in keeping students engaged. Zahid was also very responsive to student feedback, including the nonverbal and used body language and verbal cues to encourage students to expand their responses to his questions.

The use of questioning to monitor students understanding of was a strong element in this teaching session. Even though most questions required or received short answers he made many efforts to elicit further explanations for limited responses and to challenge students to consider the correctness of their answers. Having a student come to the front screen to explain his response was a good strategy to keep students engaged in the session and provide a stronger justification and visual demonstration of this answer.

All students seemed actively engaged in the lecture for the duration but it was difficult to determine if some students were grasping all concepts as they seemed hesitant to ask questions (clarifying or other). This is to be expected in the early stages of university experience and may change later in the session as students become more familiar and comfortable with the university environment and your teaching style.

Closing the session

Clear instructions were given to students at the close of the lecture to assist them in preparing for the next tutorial activities and firm instruction given to them to prepare.

Zahid demonstrated flexibility in his subject delivery by offering students choice of tutorial times and was agreeable to their choices.

Recommended enhancements to teaching

- Gradually decreasing the length of time spent waiting for late students each lecture will make better use of the time allocated for lectures. By making a punctual start early in the year you may prompt the students to be more punctual as they settle into the routine of university life.
- To enhance the utilization of the Interact environment you could refer to this throughout the lecture as a repository of resources.
- Some students in the rear middle of the lecture theater were not questioned (although it was possible that they were giving you nonverbal prompts unseen by me) .Try to balance questioning across all students or to target these students in another lecture or tutorial.
- A slide summarizing the main concepts covered could easily have been added as a visual reminder of topics covered during the lecture.

These are only minor suggestions as overall this was a most refreshing teaching demonstration to attend it is a pleasure to see such attention to the student experience.

Follow-up session

No Follow-up session recommended but available if you wish.

Comments by lecturer

Signature of lecturer: _____ Date: _____

Signature of DLTS
observer: Dino here Date: 17/3/2010