

Teaching Dynamics: Teaching critique

Teacher: Md Zahidul Islam

LTS observer: William Adlong

Subject code: ITC 242

Lesson type: Lecture

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Observations

Thanks for the opportunity to observe your lecture. You are putting such effort and energy into your teaching and into a participative/engaging style and it is paying off.

Introduction of the session

You secured the attention of the students early with a friendly tone that shows the rapport you have already been establishing with the class early in the semester. You set an upbeat tone about the session and your body language was friendly and smiling, communicating that you were happy to be there. Showing the image of the calendar from the Subject Outline with an arrow to the current topic helped students to see where they were in the progress of the subject (as well as reminded them of the importance of referring to the Subject Outline).

Explanation of the subject

Your explanation of the various points made clear your grasp of the topics. You progressed in a logical way from one point to the next. At many points you explained the concepts using examples that they would find relevant. The lecture was more like a story of related information, rather than just going through slides. You reviewed concepts from the previous lecture, assuring that students clearly understood the points. While this was a strength of the lecture, it may be that not enough time was then allowed to cover the topics set for the current lecture.

An important aspect of university learning is the setting of expectations about student performance by lecturers. You did this well when you explained the sort of thinking and resourcefulness that people in IT exercised in solving problems, which led to the technologies in focus in the lecture, and you suggested to students that this is “something that you could do”. Similarly, you mentioned that one of the topics was your area of research and that some of the topics could be areas that the students could research. Points you made like these get students thinking of the possibilities in their field, believing in their abilities and give them a sense of where they could go in the profession, as well as helping them identify with the work of previous innovators.

Presentation of the session

This part of the lecture was done well, with ease. You have really established the engaging lecture persona. The engagement and participation of the other students helped add variety and interest to the material. You were quick to make use of the white board to make concepts easier to understand. Your spoken delivery was clear. You had good eye contact. There were no problems with class control or discipline. For example, you were able to stop for the 5 minute break and have students ready to go afterward without hardly any waiting.

Use of the (≈ 10 min) quiz was effective. Students seem to engage in a focussed way, and you eased any anxiety with various comments. The time allotted to the quiz fitted well into the lecture and provided variety in the experience for the students. The quiz would also give you valuable information about students' understandings.

Student participation and interaction

Your lecture was very strong in this area. You used a lot of first names. You asked many questions. Where answers were not quickly forthcoming, you persisted and enticed student answers rather than just providing an answer. You constructed fuller answers from partial student responses, showing how to reason forward. Wrong answers were handled in a positive way that would not discourage future contributions. You showed an authentic interest in the students actually mastering the material and were monitoring the understanding of the whole group. You avoided letting very knowledgeable students dominate, saying "Let's get the answer from someone else", which gave other students a chance to develop their understanding as they unpacked the elements of the question. You mentioned that some of the students had dropped around during your consultation hours, which would help other students to feel that they could also do that.

Closing the session

You closed the session well. You gave information about what would be in the next lecture and in their tutorials. You reminded them about their assignment and that it was due in a few days. You invited them to visit during consultation times or to contact you for help. Like the rest of the session, the closing of the session had a positive, enthusiastic tone.

Overall comments

This was a very positive teaching performance, with clear authentic attention to the learning of the students. It made very good use of interaction and built off a rapport and expectation of interaction (and upbeat performance) that you have established with students. The students are fortunate to have someone so enthusiastically presenting the material, interacting with them, using such relevant examples and making clear your availability for clarification during consultation times. You are clearly dedicated to an engaging and interactive way of lecturing and the students are responding well.

William Adlong