

Classroom Observation Form for Peer Review of Teaching

Faculty Member: Dr. Natalie Mountjoy

Course Observed: Biol 120 002 F18 Cell & Molec
Prefix Course No Section Semester Name

Time: 9:35-10:55 Date: 11/15/2018 Observer: Dr. Bruce Schulte

Write a review of the class observed noting areas described in the guidelines.

182 students enrolled; about 100 students participating in the online review questions

Before class started Dr. Mountjoy was answering questions by students, signing some forms, and in general interacting actively with students.

Class started on time. On the screens, Dr. Mountjoy had the calendar for the remaining classes, assignments, and the final.

Topic: Mitosis (review), Meiosis (finish), Mendelian Genetics (started)

Observations:

Dr. Mountjoy used a microphone for this large lecture space and she projected slides on the two screens available at the front of the room. The slides were clear without too much text and many were from the text to reinforce where students could go to see the information again. She used Mentimeter (<https://www.mentimeter.com/>) for live polling of students on review questions as well as applying the concept questions. She used an App to take attendance. Dr. Mountjoy had a clear plan of action and did well adhering to her timetable without appearing rushed. The class had a nice pace and Dr. Mountjoy checked in regularly with students through questions, Socratic questions, and the Mentimeter questions. She also did a six minute group project that will be carried forward to the next several class meetings.

Dr. Mountjoy showed clear understanding of the material and presented with in a lively, engaged manner. She used her own child rearing in discussing genetic mistakes and why females are more responsible than males in sexually reproducing species. The students found this interesting from their vocal responses and body positions. When she projected slides with a higher degree of written text, she explained that these were tables from the text and she did not expect students to write this information down now, but rather to know where to go to obtain the information. She ended class by finishing up the intended material and informing students of what would be covered next.

Suggestions:

For the first Menti question, the responses by students was visible from the start, which might have led to a crowd effect for which answer to select. Dr. Mountjoy realized this and for the remaining questions she did not make the responses visible until a large number of students had submitted answers. It was an interesting class. I really liked the use of the group project to break up the long class period and the use of the timer to keep it from lasting too long.

Syllabus:

The syllabus is very attractive – I like the green and the use of the biology logo! The pie chart for distribution of points in the course also makes it easy for students to understand the relative importance of different forms of assessment.

All the necessary information is present in a clear and informative manner.