

## Classroom Observation Form for Peer Review of Teaching

Faculty Member: Dr. Natalie Mountjoy

Course Observed: Biol 121 006 Sp18 Cell & Molec Lab  
Prefix Course No Section Semester Name

Time: 2:20-4:20 Date: 3/20/2018 Observer: Dr. Bruce Schulte

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

28 students enrolled

Class started on time; Dr. Mountjoy made an announcement on the mid-term and how this section did very well.

Topic: Respiration leading into photosynthesis

#### Observations:

Dr. Mountjoy used projected slides to go over some of the basic concepts and procedures involved in today's lab. The study organism was the crayfish and Dr. Mountjoy showed the proper way to handle the animals, also asking if anyone had a shellfish allergy (none did). She also checked with what was being covered in lecture (BIOL 120) and stated that the lecture would go into more depth on the processes of respiration and photosynthesis. She asked what the body needs (oxygen, water, and food), went over aerobic and anaerobic respiration, covered some 'tips and tricks' for lab, as well as misconceptions. Once the lab started, Dr. Mountjoy continued to assist with procedures and check in on each group of students. They appeared to enjoy her presence in the lab.

Dr. Mountjoy had a clear and energetic presentation style with a good command of the material. There was an excellent rapport between her and the students.

#### Suggestions:

The students likely understand the style of Dr. Mountjoy at this point of the term. As a visitor, I would have benefitted from a short overview of what was going to go on with an approximate time frame for each. Everything was covered but given that it was several weeks (spring break, mid-term) since the last lab activity, it might have been helpful to the students as well.

Overall, Dr. Mountjoy did an excellent job!

The syllabus is well constructed. You might give further directions about the making up of a missed lab. The directions imply that the Make-Up Lab Request Form on Blackboard provides these directions but some more information on the syllabus would be helpful.

Please double check that you have all the requisite information (you can provide this link on your syllabus): <https://www.wku.edu/syllabusinfo/>

## 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, Socratics 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.

## Classroom Observation Form for Peer Review of Teaching

Faculty Member: Dr. Natalie Mountjoy

Course Observed: Biol 120 001 S19 Cell & Molec  
Prefix Course No Section Semester Name

Time: 11:30-12:25 Date: 4/24/2018 Observer: Dr. Bruce Schulte

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

146 students enrolled; >100 students present.

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

Class started on time.

Topic: DNA Synthesis & started with "What did we look at on Monday?"

#### 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 and video clips were clear and relevant; Dr. Mountjoy integrated them well into her lecture points. She opened with Socratic questioning to have students provide hypotheses on DNA synthesis as part of a review from Monday. The video shown at the start was how she ended class on Monday. She used a nice technique of asking students to visualize the twisted ribbon structure of DNA and then using their fingers pull the DNA apart. She also used an online quiz system (with cell phones) for asking questions. Students were engaged and participated. Dr. Mountjoy had a clear speaking voice and was knowledgeable about the material. I left the class a little early.

#### Suggestions:

No major inputs as Dr. Mountjoy did a very nice job conducting the class. Given that the material was a direct continuation from the previous class, I wonder how a few in-class questions would have worked at the start to check what was retained and to have an idea of how firm a foundation was built for today's lecture. It could even be done without revealing the correct answers, then ask the questions again later and compared the two distributions. This assumes the software has this capability!

#### Syllabus:

The appearance of the syllabus is appealing. All the necessary information is present in a clear and informative manner.