

Observation Report for Aleksa Vujicic

Event Observed: Math 237 (Calculus 3) Lecture
Date Observed: Monday, Oct 30
Location: PAS 2038
Time: 2:30 – 3:20 PM
Number of Students Present: approx 15
Observer: Faisal Al-Faisal

Plan for Teaching Event:

Lagrange multipliers

Aspects to Maintain:

1. Good start to the lecture with a nice example that was grounded in reality (maximize profit).
2. Pace was good and explanations were clear.
3. Voice was audible. Good amount of eye contact and movement around the room. Your tone was friendly and inviting.
4. Very calm and level-headed handling of the disruptions (people walking in multiple times, and once even rudely interrupting you to tell you that this room has been double-booked for a seminar).

Targets for Change and Methods for Improvement:

1. Handwriting was a bit too small. Also be aware of shadows on the board and other potential obstructions.
2. You should always repeat questions/answers from students, as at time what they were saying wasn't audible to me at the back.
3. For a class like this, it might be worthwhile to do an explicit example before starting a proof (e.g. optimize something subject to $x^2 + y^2 = 1$, so that they can conceptualize what is going in—in particular, what is meant by a “parametrization” of the constraint).
4. Try to look for more opportunities for student engagement.

Additional Comments:

Overall, I found the lecture to be well done, despite the less-than-ideal circumstances with the disruptions! You definitely handled that better than I would have.

Note that every successful lesson will demonstrate effective use of many of these elements of excellent teaching, but even the best lessons may not involve them all.

Interactive learning	
☒ Attentiveness to learners' needs	☐ Providing of feedback to learners
☒ Design of activities	☐ Checks for comprehension
☐ Facilitation of activities	☒ Asking of questions to learners
☐ Facilitation of peer-to-peer interactions	☒ Responses to learners' questions
Structure	
☒ Lesson opening or bridge-in	☐ Summary/closure
☒ Communication of learning outcomes	☒ Level of challenge for learners
☐ Pre-assessment	☒ Time management
☐ Post-assessment	
Delivery	
☒ Rapport-building with learners	☐ Use of slides, boards, or other visual aids
☒ Approachability	☐ Use of worksheets or other handouts
☒ Enthusiasm	☒ Vocal pace, volume, articulation
☒ Confidence	☒ Gestures and movement
☒ Clarity of concepts	☒ Facial expressions and eye contact