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Resource: The Torch or the Firehose
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Classroom Observation Checklist

teacher	subject	day/hr	room	recit., lect., tut.?
observer	date	time: from ___ to ___	number of students	

Check or circle items deserving attention; comment in space provided.

general topics covered
types of work, percent of time spent on each
(problem solving, review, new material, etc.)

Summary _____

Preparation and Pedagogy

knows subject, confident, competent
knows what goes on in lecture, knows book
well-organized in class
right amount of material

Overall impressions _____

clear or fuzzy? orients, summarizes
at right level repeats just enough
goes easy → hard stresses hard points
starts from problem defines the tasks

Explanations _____

is prepared with good problems and solutions
uses a variety of methods
explains the thought processes
hits the right level

Problem-solving _____

interesting, relevant offers motivation
well-prepared, clear right level
gives examples overview, summary
starts from problem defines the tasks
relates material to lectures, other courses

Lecture (new material or commentary) _____

recognized? what were they?
how handled? class help asked for?
admitted or covered up?

Inadequacies or errors _____

Classroom technique

right size, legible level
no squeak no glare
clear diagrams diagrams labeled

Board writing _____

gives complete story used in orderly way
minimal erasing board clean at start of class
gives problem number and summary

Board use _____

clear, understandable faces class
right volume right speed
varied, not monotone er---OK?---alright?
energetic, not bored or sighing or droopy

starts on time ends on time
well-apportioned not rushed

hair-combing beard-stroking
excessive pacing speech mannerisms

listens carefully repeats question if needed
encourages questions patient
answers well

formulates problems poses questions
"what's wrong with..?" poses paradoxes
solicits class help
gives adequate time for response

proper seating---not bunched in back
good eye contact uses names

enthusiastic, finds it exciting
neutral seems bored by it

friendly supportive
concerned available
distant, withdrawn indifferent
hostile sarcastic

attentive, interested, responsive
daydreaming, doing other work, bored
silent, hostile any problem students?

rushed/slow exciting/dull
stiff/informal
too singleminded too meandering

Other comments _____

Suggestions for improvement _____

Speech _____

Time _____

Mannerisms _____

Interaction

Questions _____

Class participation _____

Other aids _____

Attitudes and atmosphere

To material _____

To students _____

Student attitude _____

Overall atmosphere _____