

## STATISTICS CLASSROOM ASSESSMENT FORM

(Please give a copy of your feedback report to the instructor. The instructor is responsible for providing a copy of the report to Mee Ling Hon to be placed in the file.)

On your feedback form, list the following information:

INSTRUCTOR: \_\_\_\_\_

COURSE: \_\_\_\_\_

QUARTER AND YEAR: \_\_\_\_\_

REVIEWER: \_\_\_\_\_

NUMBER OF STUDENTS: \_\_\_\_\_

When observing the classroom session and writing your feedback, you may find useful the following list of questions to consider:

1. How was the session as a whole?
2. Were the session objectives clear?
3. Were the concepts presented in an order that aids students' understanding?
4. Was the instructor able to present alternative explanations?
5. How effective was the instructor's use of examples and illustrations?
6. How was the quality of questions/problems raised by the instructor?
7. How was the use of class time?
8. How was the use of board/overheads/computer projection?
9. How were the answers to student questions?
10. How was the clarity of the instructor's voice?
11. How was the interaction between the students and the instructor?
12. Did the instructor (strive to) maintain the students' interest?
13. What would you say about overall instructor's effectiveness in teaching?
14. What was particularly good about the session you attended?
15. What suggestions for improvements (if any) could be made?

Note that not all of the above questions may be applicable in a particular classroom session. The list above is also not exhaustive by any means. Remember that your colleagues will appreciate your constructive feedback!

## STATISTICS TEACHER BEHAVIORS INVENTORY

(Will be send to instructor only, and not placed in instructor's file.)

Instructions: Please use this form to summarize the instructor's behaviors for the session you attend. These questions are for the instructor's information only, and not meant to be evaluative. Each section of the inventory begins with a definition of the category of teaching to be assessed in that section. For each specific teaching behavior, please indicate in your opinion whether the instructor exhibits a particular characteristic using the following rating scale: 1 = almost never, 2 = rarely, 3 = sometimes, 4 = often, NA - not applicable.

**Clarity:** method used to explain or clarify concepts and principles

- Gives several examples of each concept    NA 1 2 3 4
- Defines new or unfamiliar terms    NA 1 2 3 4
- Repeats difficult ideas several times    NA 1 2 3 4
- Stresses most important points by pausing,  
    speaking slowly, raising voice, and so on    NA 1 2 3 4
- Uses graphs or diagrams to facilitate explanation    NA 1 2 3 4
- Points out practical applications of concepts    NA 1 2 3 4
- Answers students' questions thoroughly    NA 1 2 3 4
- Writes key terms on blackboard or overhead screen    NA 1 2 3 4
- Explains subject matter in familiar colloquial language    NA 1 2 3 4

**Enthusiasm:** use of non-verbal behavior to solicit student attention and interest

- Moves about while lecturing    NA 1 2 3 4
- Gestures with hands or arms    NA 1 2 3 4
- Exhibits facial gestures or expressions    NA 1 2 3 4
- Maintains eye contact with students    NA 1 2 3 4
- Walks up aisles beside students    NA 1 2 3 4
- Gestures with head or body    NA 1 2 3 4
- Tells jokes or humorous anecdotes    NA 1 2 3 4
- Reads lecture verbatim from prepared notes or text    NA 1 2 3 4
- Smiles or laughs while teaching    NA 1 2 3 4
- Shows distracting mannerisms    NA 1 2 3 4

**Interaction**: techniques used to foster students class participation

Encourages students' questions and comments during lectures NA 1 2 3 4

Criticizes students when they make errors NA 1 2 3 4

Praises students for good ideas NA 1 2 3 4

Asks questions of individual students NA 1 2 3 4

Incorporates students' ideas into lecture NA 1 2 3 4

Presents challenging, thought-provoking ideas NA 1 2 3 4

Uses a variety of media and activities in class NA 1 2 3 4

Asks rhetorical questions NA 1 2 3 4

**Organization**: ways of organizing or structuring subject matter

Uses headings and subheading to organize lectures NA 1 2 3 4

Puts outline of lecture on blackboard or overhead screen NA 1 2 3 4

Clearly indicates transition from one topic to the next NA 1 2 3 4

Gives preliminary overview of lecture at beginning of class NA 1 2 3 4

Explains how each topic fits into the course as a whole NA 1 2 3 4

Begins class with a review of topics covered last time NA 1 2 3 4

Periodically summarizes points previously made NA 1 2 3 4

**Pacing**: rate of information presentation, efficient use of time

Dwells excessively on obvious points NA 1 2 3 4

Digresses from major theme of lecture NA 1 2 3 4

Covers very little material in class sessions NA 1 2 3 4

Sticks to the point in answering students' questions NA 1 2 3 4

**Disclosure**: explicitness concerning course requirements and grading criteria

Advises students as to how to prepare for tests or exams NA 1 2 3 4

Provides sample exam questions NA 1 2 3 4

Tells students exactly what is expected of them on

tests, projects or assignments NA 1 2 3 4

States objectives of each lecture NA 1 2 3 4

Reminds students of test dates or assignment deadlines NA 1 2 3 4

States objectives of course as a whole NA 1 2 3 4

**Speech**: characteristics of voice relevant to classroom teaching

Stutters, mumbles or slurs words NA 1 2 3 4

Speaks at appropriate volume NA 1 2 3 4

Speaks clearly NA 1 2 3 4

Speaks at appropriate pace NA 1 2 3 4

Says "um", "ah" or other verbal punctuation frequently. NA 1 2 3 4

Voice lacks proper modulation (speaks in monotone) NA 1 2 3 4

Covers mouth with hand NA 1 2 3 4

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**Rapport**: quality of interpersonal relations between teacher and students

Addresses individual students by name NA 1 2 3 4

Announces availability for consultation outside of class NA 1 2 3 4

Offers to help students with problems NA 1 2 3 4

Shows tolerance of other points of view NA 1 2 3 4

Talks with students before or after class NA 1 2 3 4

Any other behaviors (good or bad) worthy of note:

INSTRUCTOR: \_\_\_\_\_

COURSE: \_\_\_\_\_ QUARTER AND YEAR: \_\_\_\_\_

REVIEWER: \_\_\_\_\_

Adapted from: Department of Biostatistics Teacher Behaviors Inventory. Original Source: Harry Murray "Low-Inference Classroom Teaching Behaviors and Student Ratings of College Teaching Effectiveness" Journal of Educational Psychology, 1983, 75 (1), 138-149.