

Boise State University-Concurrent Enrollment Program

2016-17 School Year

Classroom Observation Summary

|  |
| --- |
| Concurrent Enrollment Instructor: Diane Black |
| Boise State Faculty Observer: James Doe |
| Course: Science 101 | Semester & Year: Fall 2016 |
| Date of Visit: 10/17/16 | Date Report Submitted: 10/31/16 |
| Textbook Used: Science! | Today’s Topic: Genes |

University courses administered through CEP reflect the pedagogical, theoretical and philosophical orientation of the university, the college, and the sponsoring academic department. As we visit your class we look for a clear presentation of the lesson and the development of the concepts with a rigor and depth of content equivalent to our on-campus courses. We also look for evidence that the teacher expects the student to complete college level work.

Faculty Liaison: Please add additional pages as necessary when answering the questions below. Provide as much detail as possible.

Return copy of completed summary by April 28, 2017 or sooner to the CE instructor and a copy to Fabiola Juarez-Coca, Director Concurrent Enrollment via email to: [fjuarez@boisestate.edu](mailto:fjuarez@boisestate.edu) or in print to Concurrent Enrollment Extended Studies, MS 1120.

1. **In this space, make observations on the class session(s) you observed.**

Students came to class having read a chapter of the textbook. The instructor first had them individually write questions for each other from the reading, then, in groups, they reviewed those questions and answers. Each group then got to choose their “hardest” question and ask it of the whole class. The conversations in the smaller and then large group were all engaging and showed that many of the students had done the reading.

The students then moved to a group activity, using a case study of a current problem in genetics and using the information from the reading to propose solutions to the problem. The teacher and I later discussed that this work was practice for the big project in the course, which is for each student to suggest a possible research approach to a current genealogical question. I promised to share with her some recent articles from journals, that students could use as reference/she could use to suggest possible problems for the students to investigate.

1. **In this space, summarize any recommendations you have based on the classroom observation (or other considerations), and indicate any advice you gave to the instructor on the basis of the classroom observation.**

This class session was clearly well organized and the instructor has certainly worked to scaffold the student learning to prepare them for the culminating project. In our meeting afterward, we discussed how this project lines up with the Learning Outcomes for the course, and with similar projects at the University level.

1. **As you review the course syllabus: to what extent are the CEP syllabus, aims, and content representative of the on-campus course?**

The syllabus contains the appropriate Learning Outcomes, and shows that the course covers similar content as the University course. Because this instructor has a full academic year to cover the material, she also includes information that is not covered in the University course. We talked about ways for her to help students make connections between that content and what is covered in the University course to deepen their knowledge.

1. **Ask to see sample papers, activities, or assignments generated thus far in the course. Are the depth and rigor equivalent to the on-campus course? Answer this question in detail.**

I reviewed several examples of the first drafts of student work on their final project. The instructor's comments on those drafts show that she is moving them in the right direction for the kind of thinking we would want to see in the University course. I also reviewed some samples of objective tests. Though she uses a different (though approved) textbook than the University course, the kinds of questions on this test, in the shared content areas, are very similar and get to the stated Learning Outcomes for the course.

1. **Comment on the instructor’s marking and grading. Does the instructor feel comfortable evaluating student work or is there room for improvement? Look over graded tests or assignments during your visit time.**

Besides seeing her comments on the draft assignments mentioned above, I did not see any examples of instructor grading.

1. **Is the course consistent with the on-campus course? \_\_\_\_\_\_**Yes**\_\_\_\_ IF not, then plan a follow up meeting to align content where needed and attach a summary of updates to this summary report for record keeping.**

**Does the CEP instructor’s syllabus contain the following- Check all that Apply:**

Descriptive overview of the university class \_\_\_Yes\_\_\_\_\_

Calendar of due dates \_\_\_\_Yes\_\_\_\_\_\_\_

Learning outcomes and explanation of how outcomes will be assessed \_\_\_\_Yes\_\_\_\_\_\_

Specific course expectations and grading requirements that specify the parameters for earning the Boise State course grade: \_\_\_\_\_\_Yes\_\_\_

Boise State University’s statement on plagiarism and link to the Boise State student Code of Conduct: \_\_\_\_No, but she will add it\_\_\_\_\_\_\_