

Instructor/Course: Ryan Arciero/ENC1101
Observer: Dr. Dianne Donnelly

Date: 09/30/14
Location: CPR 345

Planning/Preparation: It was evident that Ryan planned well for his class. Students were aware of the class agenda, and Ryan offered a substantive and comprehensive lesson to achieve his goals and student learning outcomes.

Purpose/Connections: The purpose of today's class was to review the project 1 revision plan and to introduce the early project 2 draft/synthesis matrix. In addition to making the purpose of the class/activities clear, Ryan also made strong connections between his activities and students' writing projects and between students' role as researchers and their ability to complete the synthesis matrix and to apply what they have learned as researchers.

Environment: Because Ryan combined variable teaching approaches/learning styles in his class (e.g., discussion, modeling, live research, multimodal activities), he was not only able to help students acquire knowledge about the purpose of synthesis matrices, but also how to apply the model matrix to their own project 2 early draft assignment. As such, students were able to learn by "doing." Ryan created a relaxed, stimulating environment in which students felt comfortable in taking risks and in responding to questions and comments. He knows all of his students' names, which is commendable at such an early time in the semester, and he provides an energetic learning environment; his students respond very well to him. Whenever possible, Ryan provides encouragement and coaching, and yet, he is also comfortable with silence, giving students opportunities to respond and empowering them as learners and contributors of their writing community.

Classroom Management: The engagement of students was primarily consistent with Ryan's solid interaction, multimodal approaches, and appropriate pacing. His solid management skills are evident in his interaction with students and his ability to shift learning styles and teaching approaches and in the mutual respect created in his classroom.

Movement: There was good movement in the class, both as it related to segues between activities and discussions, physical movement among the classroom space, and forward movement as it related to knowledge-building and expectations/criteria for success.

Mode of Instruction: The mode of instruction was variable. Ryan presented a mix of multimodal activities and discussions.

Activities: Activities included viewing online course material, exploring the library data base to research a topic (sample topic: Violence & Video Games & Impact on Youth), and drilling down to sources and their abstracts. Ryan demonstrated how to locate source summaries and gather critical information for completing the synthesis matrix (thesis/focus, genre, main idea/context of claim, public information, etc.). Students then completed the sample synthesis matrix together.

Summary: Ryan presents with confidence and enthusiasm. It is evident that he is invested in his students' success. Particularly impressive is his engagement with students and his preparation. He was able to segue very well between activities as he had everything at the ready. He treats his students like adults, empowering them to take responsibility for their learning and encouraging their interaction through feedback and coaching. He is knowledgeable and competent as a teacher and gives students the tools they need to be successful in his course. It was a pleasure to observe Ryan's class.

Suggestions:

1. Doing the activity as a class definitely had benefit. I wonder if you could build on this activity so students could create thesis statements and topic sentences and perhaps points of evidence.