In-Class Assessment of Discussion-Based Teaching

Structure

Opening
1. Are the students ready to begin on time? Does the class start on schedule?
2. Does the instructor make introductory comments? If so, do they provide an appropriate context for the class session?
3. How well does the opening question motivate and energize the first discussion pasture and the class as a whole?

Sequencing and Timing
1. Is there a clear, logical flow from one discussion pasture to the next? Is sufficient closure achieved within each pasture before moving on to the next?
2. Is appropriate time allocated to each discussion pasture?

Closing
1. Does the instructor provide appropriate closure to the class as a whole?
2. Does the class end on time?

Overall
- Does the class structure effectively support the learning objectives?

Process

Instructor
1. Does the instructor seem well-prepared? confident? excited about the class?
2. Does the instructor set high standards in the class discussion?
3. Does the instructor listen thoughtfully to student comments and treat students with empathy and respect?
4. How effectively does the instructor's discussion leadership result in students discovering, articulating, and developing the most critical analyses and insights during the class?
5. How effectively does the instructor manage the discussion flow, while responding flexibly to both individual comments and section dynamics?
6. How effectively does the instructor use the boards and classroom technology to support the learning process?
7. How effectively do the instructor's body language, eye contact, voice, and movement support the learning process?
8. Does the instructor encourage an appropriate balance of instructor-to-student and student-to-student interaction in the class discussion?
9. Does the instructor effectively leverage student background information in the discussion?
10. Are the instructor's call patterns fair and appropriate?

Students
1. How well prepared are the students?
2. Do students participate and listen actively throughout the discussion?
3. To what extent do students contribute ideas, analysis, and personal experiences instead of simply presenting case facts?
4. Do students build effectively on each other's comments?

Overall
- Which aspects of the class session are particularly inspiring? raise concerns?

Outcomes
1. Are the principal learning objectives achieved? Does in-class learning substantially exceed pre-class learning?
2. Are students stimulated to think beyond this class and develop insights through linkages across classes, modules, and courses?