

## Observation Summary

**Instructor: Hongyi Zhu**

Role: instructor of record; GTA for summer session

Department: Management Information Systems

Course Name and Number: MIS 373 Basic Operations Management

Topic/Lesson: Lean Operations & Capacity Planning

Date/Time/Location: Tue, July 25, 6:30-8 (segment of class) in McClelland Hall 128 (Full class 5-9:45pm)

Number of Students: 18 of 23 (9 female, 9 male)

**Continue**

- D2L course site: The course site is kept simple and clear. The content modules are clearly arranged. The syllabus is posted in a variety of formats. For each module, you share your slides and a concept map as well as practice materials and answer keys. The assignments and answer keys are easy to find. One recommendation would be to type the answer keys instead of scanning a handwritten version in order to increase accessibility.
- Lesson organization and course materials: The lesson is organized in a logical way, with chunking of material, and stated learning outcomes. You use multimodal approaches to enhance communication and address different learning preferences. Your slides are shared with the students before class.
- Instructor presence: As indicated before, you show yourself as a competent and friendly instructor. You have good rapport with the students, showing your care at different moments in class, e.g. when asking feedback about the quiz.
- Role-play perspective: You ask each student to assume that they are the operation managers of a company and to learn about and process the course materials from that perspective. It allows the students to take on a role-specific perspective that helps with recognizing the application opportunities of the course content.
- Video and visual use: You used at least one video as a student engagement opportunity by asking the students questions to observe in the video and report on afterwards. You also continue to use visuals you draw and write on the whiteboard to illustrate your lecture and provide memorable visual aid. You also used the whiteboard effectively for graphs when students needed more elaboration to understand a specific formula.
- Clarity of instruction: The Think-Pair-Share worked nicely because you provided a very specific prompt and assigned different student pairs different roles. The students were engaged and you warned them of “warm-calling:” you asked all pairs to report out. This way you ensured that more students would get an opportunity to contribute to the conversation. 4 minutes appeared to be a good time for the task.

**Consider**

- Informal assessment: For the Think-Pair-Share activity, you might consider providing a prompt that requires the students to move beyond the very first brainstorming – the slide you used to elaborate on the activity could have been part of what student could have tried to analyze or predict.
- Teaching mathematical formulas: As you indicate in your reflection, you used different approaches to explaining the formula but students still struggled. Surveying the students as the beginning of the course to determine their level of mathematical understanding will be helpful as well. Your idea of showing examples not just after the explanation, but also before would be helpful to introduce the type of problem that students can use the formula to solve and also to stimulate motivation. Have a look at the teaching technique called the Learning Cycle.

**Questions**

- How can you maintain a base level of engagement? During an early segment of your lecture, you asked the students several questions and were able to keep them engaged. When you completed the segment on functions of inventory and moved to the different models, there was no student involvement for a while and by-and-by increasing numbers of students became distracted. When you then asked a question again, giving the students 1 minute to discuss, they were initially unprepared to address it. Several of them asked each other what the question was.