

## COMS 130 GTA Observation

Instructor: Cecilee  
Class: COMS 322

Observer: Myleah Brewer  
Topic: Group nonprofit

Date: April 25, 2023

### Key:

Green= Excellent

Yellow= Proficient

Red= Needs Improvement

Blank= Not Applicable

### Class Summary:

Cecilee started the class with a reminder of instructions for their group speech. She allowed space for students to ask questions before their presentations. She gave a clear outline of the day's agenda and reminders for the semester. During their presentations, students exemplified understandings of effective public speaking in their thorough research, presentation aid, organization of content, delivery, and ability to conduct a Q&A session. Students' proposed nonprofits were thoughtfully researched and aligned with inclusive, diversity, equity, and access goals. For example, students proposed nonprofits that benefited unhoused and disability communities in the Lawrence area. During the Q&A session, Cecilee encouraged students to ask thoughtful questions that investors may ask. Students seemed comfortable asking questions and were thoughtful about the proposed nonprofits' operations. Groups answered questions well, which exemplifies Cecilee's emphasis on thorough research and creativity. Students seemed comfortable with Cecilee and each other as they asked her questions and talked amongst themselves before and after class. Cecilee addressed students by their first names and had rapport with several students. Overall, Cecilee displayed her expertise in public speaking (thoughtful and strategic lecture) and her pedagogical commitment to creativity and embodiment (providing students a safe space to practice concepts and being a model of effective communication). Group presentations showed that students are internalizing course concepts and are able to apply such concepts while working collaboratively.

### I. Command of Subject/Choice of Content

- clearly identifies key concepts
- provides student-centered examples
- goes beyond textbook material
- encourages students to think critically

#### *Comments:*

Cecilee started the class with a reminder of instructions for the group nonprofit speech. Before groups presented, Cecilee reminded students of the applicability of the concepts learned: collaboration, research, creativity, and effective communication. Cecilee also reminded students of the importance of delivery. Group presentations confirmed students' understanding of course concepts.

During the Q&A session, Cecilee encouraged students to think critically about the nonprofits and to ask thoughtful questions. Groups exemplified their thorough research and ability to effectively answer questions.

### II. Structure/Management of the Lesson

- Makes the agenda for the day clear
- Sequences parts of the lesson logically
- Includes a variety of elements (i.e., not just lecture)
- Makes the central point of activities (if applicable) clear in the debriefing

- Reinforces central idea of the lesson
- Manages time effectively

*Comments:*

At the beginning of the class period, Cecilee provided a clear schedule for group presentations. She started with 5 minutes of housekeeping and instructions. The rest of the class period consisted of group presentations, question and answer session, and feedback.

### III. Instructional Communication

- shows interest in the subject matter and in students
- Provides clear directions for activities
- uses students' first names
- is receptive to students' views
- answers student questions knowledgeably
- manages discussion effectively (if discussion is part of the lesson)

*Comments:*

Cecilee gave clear instructions of how the Q&A session should be structured. Students asked appropriate and thoughtful questions. Students seemed comfortable asking questions and interacting with Cecilee. Groups answered questions confidently and effectively. Most groups presented without notes and were appropriately prepared.



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Instructor's Signature/Date



04/25/2023

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Observer's Signature/Date

## COMS 130 GTA Asynchronous Online Observation

Instructor: Xi (Cecilee) Li

Observer: Jamie Ascher

Class: COMS 322

Date: 4/4/2021

  x   Online        Face-to-face

### I. Command of Subject/Choice of Content

- in weekly videos, the instructor clearly identifies key concepts
- examples are student-centered
- videos, links, and selected material effectively connect with course learning goals and concepts
- goes beyond textbook material, when relevant by, for example, providing multiple ways of online engagement with key ideas
- encourages students to think critically
- answers students' shared questions (through the discussion board) clearly
- strives to maintain student interest throughout the weekly lesson

#### *Comments:*

Cecilee provides students with helpful material from outside the textbook, such as videos and other supplementary links. She provides a multitude of examples for students to observe and learn from, and she consistently answers student questions.

In order to combat the isolation that can come with an online asynchronous class, I think Cecilee could think about implementing more Discussion Boards. This way, students can have more interaction with one another.

### II. Structure/Management of the Online Format

- Each week (or unit) has a clear agenda with both readings and tasks outlined
- The week is sequential
- Submission locations are clear and mirror the shared course calendar
- Includes a variety of elements in each weekly module (i.e., not just lecture)
- Provides clear directions for activities, tasks, or assignments
- The structure throughout each week and/or unit is consistent
- Deadlines are clear, including the time

#### *Comments:*

Cecilee's Blackboard format is laid out in a very accessible way, and the structure of the lesson is consistent from week to week. She has made important documents such as her syllabus and schedule easy to find, and has even highlighted the most pertinent sections of her syllabus to help students out. Cecilee gives an overview of each week's assignments and goals at the top of the lesson, keeping students afloat and reminding them of due dates and conceptual overviews.

### III. Instructional Communication

- shows interest in the subject matter and in students through weekly videos
- is receptive to students' views
- manages discussion effectively by creating clear and consistent discussion board expectations

- displays an interest in student learning through in-depth and timely feedback
- feedback is personalized to the student
- communicates with students in a timely manner
- provides accessible online material
- models strong public speaking skills in weekly videos and online lectures

*Comments:*

Cecilee provides thoughtful and personalized feedback to students and gives that feedback to them in a timely manner. She clearly cares about her students. For example, in an effort to not overload her students with too many things to do, she refrains from posting videos on weeks where speeches are due. This is to give her students more time to focus on the speech at hand. When she does post videos, Cecilee makes sure to keep them around 5 to 10 minutes, which is great for keeping students engaged but not overwhelmed! She reminds students of speech due dates by using the assignment function on Blackboard.

#### **IV. Professionalism**

- announcements, emails, and general feedback is professional
- professional attire and demeanor in any weekly videos
- well-prepared for class

*Comments:*

Cecilee presents herself in a professional and knowledgeable way. Each week is well-thought out and prepared for students.

**Observation Summary:** Overall, Cecilee is doing a great job with teaching! She is responsive to her students' needs and comes across as both competent and kind.

*Lixi*

Instructor's Signature/Date

*Jamie Asch*

Observer's Signature/Date

4/4/21

## COMS 130 GTA Observation

Instructor: Cecilee Li  
Class: COMS 130

Observer: Talya Slaw  
Topic: Outlines

Date: 2/14/20

### I. Command of Subject/Choice of Content

- clearly identifies key concepts
- presents information with minimal use of notes
- provides student-centered examples
- defines new or unfamiliar terms
- goes beyond textbook material, when relevant
- encourages students to think critically
- answers student questions knowledgeably
- strives to maintain student interest throughout the lesson

#### *Comments:*

Cecilee clearly knows the course material and spoke on the subject of outlining and citations without notes. Cecilee has several activities and discussion questions prepared that reinforce the content and help students get a better and more memorable grasp of the topic.

Cecilee was great at answering student questions as well. I would recommend trying to get the students a bit more involved in the more “lecture-y” parts of the day by perhaps asking for examples, just to keep the students engaged in between activities.

### II. Structure/Management of the Lesson

- Makes the agenda for the day clear
- Sequences parts of the lesson logically
- Uses signposts, transitions, and internal summaries to help students manage information
- Includes a variety of elements (i.e., not just lecture)
- Provides clear directions for activities
- Makes the central point of activities (if applicable) clear in the debriefing
- Reinforces central idea of the lesson
- Manages time effectively

#### *Comments:*

Cecilee does a great job managing time throughout the lesson and moving through more lecture/discussion parts to small group activities. She also does a great job de-briefing the activities. Cecilee has her students do a small-group scrambled outline activity, then de-briefs altogether so they can go through the correct outline and what the example outlines strengths and weaknesses are. She then has a few handouts about outlining before moving on to discussing citations. I would recommend trying to make the transitions between de-briefing and lecture/discussion a bit clearer – sometimes the students seemed like they were losing focus because they didn’t know they had moved from the activity back to the lecture. Cecilee could also do a de-brief at the end of class but does do a great job tying the content to what they will cover on Monday.

### III. Instructional Communication

- shows interest in the subject matter and in students
- uses students’ first names

- is receptive to students' views
- manages discussion effectively (if discussion is part of the lesson)
- displays an interest in student learning
- deals with disruptive or dominating students effectively (if applicable)
- models strong public speaking skills

*Comments:*

Cecilee modeled strong public speaking skills to her students. Cecilee is so joyful while teaching that it clearly brightens students' moods. She is very positive and encourages students to think positively by saying things like "Every day is an opportunity to learn more about each other" at the start of the question of the day or "We get to listen to 1 more speech!" before a last student does their introductory speech. She clearly knew the student's names and had created a personable environment in which her students felt comfortable participating. Further, she made sure to check in on each group during the activity.

#### **IV. Professionalism**

- arrives on time
- begins class on time
- professional attire and demeanor (i.e., looks like a teacher, not a student)
- well-prepared for class

*Comments:*

Cecilee arrived to class early to make sure everything was set up and ready to go. She was professional in manner and appearance, all of which established her credibility. It was clear there was a lesson plan being followed and then Cecilee was well-prepared.

#### **Observation Summary:**

Overall, Cecilee did an excellent job. She is personable with her students and demonstrated a command of the topic. Cecilee was highly prepared and implemented several activities to improve student learning.



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Instructor's Signature/Date

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Observer's Signature/Date

## COMS 130 GTA Observation

Instructor Xi Li Observer Lindsey Kraus

Class COMS 130 Topic Topic Development Date: 2/14/19

### I. Command of Subject/Choice of Content

- clearly identifies key concepts
- presents information with minimal use of notes
- provides student-centered examples
- defines new or unfamiliar terms
- goes beyond textbook material, when relevant
- encourages students to think critically
- answers student questions knowledgeably
- strives to maintain student interest throughout the lesson

#### *Comments:*

Xi did a good job using a PowerPoint to provide clear and essential information to students.

Further, Xi explained course concepts in a clear and accessible way. She was clearly knowledgeable and well prepared for her lecture. Xi also effectively connected the lecture to ideas discussed previously throughout the class.

Xi provided examples that were relevant to students and asked for their feedback when applicable. I would suggest implementing more opportunities for students to critically engage with the material during the activity. For example, asking students to create a specific purpose statement and having students transform it into a thesis statement could further develop the activity.

### II. Structure/Management of the Lesson

- Makes the agenda for the day clear
- Sequences parts of the lesson logically
- Uses signposts, transitions, and internal summaries to help students manage information
- Includes a variety of elements (i.e., not just lecture)
- Provides clear directions for activities
- Makes the central point of activities (if applicable) clear in the debriefing
- Reinforces central idea of the lesson
- Manages time effectively

#### *Comments:*

Xi provided a preview/agenda for the class period, and her transitions were clear and easy to follow. However, I would suggest emphasizing the initial transition into lecture to ensure students are prepared to take notes.

Beginning class by asking a question from the reading is a good idea to get students engaged with course material. However, I would recommend asking them to provide examples of a particular concept instead of asking them to define terms. Students may be more willing to answer the question if they can apply it to their experiences.

The lecture content was sequenced logically and concepts built on previous ideas. I would suggest incorporating more opportunities for students to ask questions to check comprehension between key points of the lesson.

The first activity is a great opportunity for students to work in groups and practice selecting a topic. I would recommend drawing a clearer connection to their individual speech topics and debriefing the central point of the activity.

### **III. Instructional Communication**

- shows interest in the subject matter and in students
- uses students' first names
- is receptive to students' views
- manages discussion effectively (if discussion is part of the lesson)
- displays an interest in student learning
- deals with disruptive or dominating students effectively (if applicable)
- models strong public speaking skills

#### *Comments:*

Nice job moving around the room, using gestures, and modeling great public speaking skills.

It is clear that Xi is aware of her students' concerns. She also encouraged the class to participate and was receptive to their views when they offered their perspective.

Xi knows her students' names and reaffirms students' answers. Further, she positively responded to students and verbally showed support for their participation.

I would recommend closing the door in the back of the room. The noise from the hallway is sometimes distracting. I also suggest allowing more time for the second activity to help students comprehend course material and the purpose of the activity. It might also be beneficial to put the instructions for the activity on the PowerPoint for students to reference throughout the activity.

### **IV. Professionalism**


- arrives on time
- begins class on time
- professional attire and demeanor (i.e., looks like a teacher, not a student)
- well-prepared for class

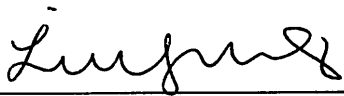
#### *Comments:*

Xi began class on time, was professional, and was well prepared for class.

#### **Observation Summary:**

Overall, Xi modeled great public speaking skills, was confident in her lecture, and managed student's comments and feedback. Her lecture was clear and informative, and it is evident that she is focused on student's learning.

 / 2019/2/20  
Instructor's Signature/Date

 2/20/19  
Observer's Signature/Date