



Psychology

Date of Evaluation: Tuesday, March 3, 2020

Evaluator name: Francis M. Rotella

Instructor name: Jordan Wylie

Class name: General Psychology

Class number: Psych 101 - 04 (7651)

1. Class Material: I arrived at the start of Ms. Wylie's large, lecture-style class as she began with making announcements and reminders pertaining to a recent exam and upcoming assignments. As it turned out, a gas leak occurred in Queens Hall and all individuals followed the appropriate Fire Drill procedures. Approximately 15 minutes afterward, Jordan reviewed and discussed with students the major concepts covered in a previous chapter on learning, including: (1) the general definition and related terminology, (2) differences between classical and operant conditioning theories, (3) major learning principles and terms relating to operant conditioning, (4) shared factors between classical and operant conditioning, and (5) schedules of reinforcement and their applications. Building on this review, Ms. Wylie transitioned into the new material for the lecture, an introduction to cognitive learning. The aspects of cognitive learning covered during my observation included: (1) an in-class Blackboard exercise and discussion of how learning influences social media use, (2) the general definition and processes involved in cognitive learning theory in comparison to the behaviorist perspective, and (3) major concepts and terminology employed under the cognitive learning perspective.

2. Content: Coverage of the preceding topics was appropriate for the undergraduate level course. Ms. Wylie integrated current material with concepts covered in previous lectures using terminology relevant to the content, thus providing continuity in the learning process. Further, Jordan frequently and successfully merged conceptual aspects (e.g. positive reinforcement and addiction) with contemporary examples (e.g. use of Snapchat) throughout the lecture. Additionally, Jordan utilized an in-class Blackboard exercise where students posted responses to lecture-related questions on Blackboard, discussed their responses with nearby peers, and finally discussed the issues raised as a whole class.

3. Teaching Style/Skills: Ms. Wylie presented material in an extremely clear and simple manner, which was received well by the students. She utilized a Powerpoint presentation as the primary means for displaying definitions, terminology, diagrams, and relevant imagery to the class. Moreover, visual presentation of this lecture was very appropriate as well as especially creative and aesthetic. As a result, applicable slide material was neither too sparse nor too extensive. Jordan seemed to have an excellent grasp of all concepts and lectured mainly from memory, which lent a solid knowledge and style to her lecturing. Oftentimes, Jordan presented real-life, contemporary examples, such as memes, when defining terms and describing concepts, which seemed to reinforce learning for the students. Ms. Wylie frequently prompted questions from the class, making sure all students were following along. Furthermore, Jordan was very quick to respond to questions raised by students and provided



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clarification in an effective manner. Overall, Jordan projected a professional and amicable attitude during the lecture. As a result, students were fairly comfortable asking questions and participating throughout.

4. Criticisms: In terms of style, Jordan could benefit from presenting certain material more energetically, such as by moving about the room rather than being stationary, since it piques student interest and transfers to the salience of the material being covered. It should be noted that this critique is specific to when definitions and terminology are displayed, as Jordan was active during in-class exercises and discussions.

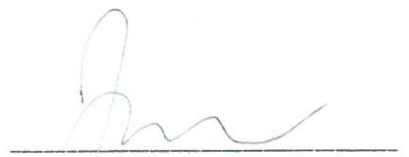
More importantly, although the majority of the *front* of the class was engaged throughout the lecture, many students in the *back* of the room were not. Thus, some of these students were observed to be texting on their phones or browsing the internet on their laptops. I think Jordan could make more of a deliberate effort to involve all students in the class, not just those in the front. Given the size of the lecture hall relative to the number of students, Jordan may benefit in this regard by encouraging students to fill in the seats closer to the podium before sitting in the back.

5. Conclusions: In summary, Ms. Wylie exhibits a strong grasp over the learning theories covered and is very effective in conveying this to her students. Jordan possesses many of the personality attributes of a great lecturer, in addition to her ability to utilize and incorporate technology in the classroom. Ultimately, Jordan's students are quite fortunate to have her as instructor for this course.

This is a very positive review.

  
Signature of Evaluator

Francis M. Rotella

  
Signature of Instructor Evaluated

Jordan Wylie