**The Narrative Log (sometimes called “Ethnographic” or “Documentary Organizer”)**

In this format, the observer takes notes to describe what is happening sequentially during the class at very regular intervals. The primary goal is to report on observable teaching and learning activities, and verbal and non-verbal behaviors (of either the instructor or students) in order to provide specificity in post-observation discussions. Where possible, the observer adds interpretation, comments, questions, or ideas in the right hand column. This is an example of a filled-out log.

Instructor:

Course:

Date:

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| **Time** | **Observations** | **Reflections/Questions** |
| 1:50 | Prof welcomes, tells a story and links to the day’s goals | Method seems to establish rapport and focus students on the day’s goals |
| 1:55 | Asks the question of the day (which is also on slide), then pauses and asks students to write initial thoughts on it.  All but one student free-write. | Students seem to be thinking and engaged right away. |
| 2:00 | Asks for volunteers to share their answers.  5 immediately volunteer and others listen |  |
| 2:05 | Surveyed students to see what they remembered from the previous day’s class; they appeared to remember little.  Instructor reviews 2 big concepts. | Why do you think they didn’t remember much? Typical? |
| 2:10 | Breaks into groups to unpack the readings – groups had questions to consider (on slide).  Instructor circulated, answers question from two groups; clarifies for the whole class; circulates, avoids tangential discussion from one group | Clear instructions to groups.  Students seem to see you as approachable and helpful  Students did the reading! How did you motivate them to? |
| 2:20 | Students still working in groups; one group finished quicker than the others |  |
| 2:30 | Asks 2 groups to report out; others add different insights and asks one another questions | Students seem to listen respectfully to one another, not just the instructor |
| 2:37 | Lecture on new material – shares outline and purpose. Of 20 students, about ¾ are taking notes, and occasionally nodding; a few are doodling or on Facebook | Wonder how we might get that last ¼ more engaged? |
| 2: 47 | Lecture – most still taking notes and nodding; a couple students in the corner look confused |  |
| 2:57 | Lecture - most still taking notes and nodding |  |
| 3:05 | Wrap-up – oral and slides summarizing the day’s goals and activities, connecting back to original question |  |

**Possible Post-Observation Discussion topics (after sharing and going through the log)**

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| Specific moments that were especially effective |

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| Specific moments that might have been more effective |

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| The balance of class time (teacher/student activity and engagement) |

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| Degree to which the goals were met |

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| Other |

[Adapted loosely from forms supplied by Yale NUS College Centre for Teaching and Learning (“Peer Observation of Teaching Guidelines”), SUNY-Albany Institute for Teaching, Learning, and Academic Leadership (“Peer Observation and Assessment of Teaching”), and Nancy V. Chism (*Peer Review of Teaching: A Sourcebook).*]