

**Midterm Formal Writing Project  
Adult Class or Training Course Observation Report**

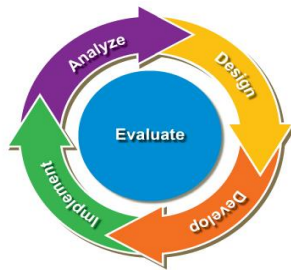


Image: [www.monarchmedia.com](http://www.monarchmedia.com)

**Objective:** This formal writing project has 3 parts: it is a review, observation, and writing project scheduled over a three week period. Writing skills are important for adult educators, trainers, and consultants and take a variety of forms, such as, lesson plans, quizzes, handouts, research, and reports. This midterm project is in the form of a report and will develop your writing skills step by step while working on “engaging writing and critical thinking activities” (Bean, p. xi) that promote deeper, more active learning.

- I. **Week One - Review all PowerPoints from Lesson 1 through Lesson 6 and then go to the Review questions under Assignments on Blackboard.** The questions include a specific review of all the adult learning theories we have discussed. You must answer each question in a short, concise statement as required in a word document (Week 7 Assignment questions on Blackboard). **Due: Wednesday, March 4<sup>th</sup> by midnight.** This is the first step to prepare you for your formal Midterm Writing Project.
- II. **Week Two - Schedule an observation** of an adult class or training course.
  - a. Send me an email ([mldon@odu.edu](mailto:mldon@odu.edu)) including the following **no later than March 4<sup>th</sup> by midnight.**
    - i. Date/time/location of class
    - ii. Title of the class or course
    - iii. Instructor’s name
  - b. Make sure you have permission to visit and observe
  - c. Observe the class on the scheduled date/time
- III. **Week Three - Write a report on your observation – due Wednesday, March 18 by midnight, on Blackboard. (Report must be no more than 3 pages – APA style – use your text as a reference and at least one other source for your theory. If the instructor has a source for class include that).** Details for your report are found below. Provide specific examples from your observation. Prepare the report using the evidence in your observation including the learning theory most closely aligned with the Instructor’s delivery methods, activities, and evidence of student mastery. Before submitting your report on Blackboard have someone you trust read it carefully and give you feedback using the details outlined and the rubric.

**SEPS389 – Education and Training of Adults  
Fall 2015**

**IV. For the purposes of this paper**

- √ **Your ROLE is one of a Workforce training evaluator.**
- √ **The AUDIENCE for this assignment is a future boss to whom you are reporting the results of the observation.**
- √ **The FORMAT for the final written assignment is that of a report that includes closely aligned learning theories, methods observed, and follows the established assignment Rubric for reporting.**
- √ **The TASK is to present your observation of the observed course as a report to your boss using the ADDIE model as a foundation for assessing the learning event. The conclusion must include your own critical reflection on what you would have done the same and/or differently**

**V. Details on the organizational structure of your report:**

- a) Introduction to your paper – Introduce yourself, the reason for your paper, the instructor, the location of the class, type of class, and how long the class was.
- b) Objective for the class/course – State the objective. Did the Instructor clearly and precisely present the objective?
- c) Was the Instructor’s preplanning obvious? In what way?
- d) Physical environment – Describe the learning environment: room setup, temperature, visual, equipment, etc.
- e) Instructor Delivery – Did the Instructor demonstrate strong content knowledge, move around the room, provide help if needed, interact with the students, check for understanding, and listen respectfully to student comments and/or questions?
- f) Which learning theory is closest to the instructor’s delivery methods and activities? Give 2 examples of how the delivery matched the theory.
- g) Activities – Were there any class activities? Did the activities reinforce learning? Were the activities relevant to the subject? Did the activities induce transfer of learning? Explain how the activities were conducive to the transfer of learning to the real world work environment.
- h) Student engagement – Was the Instructor student-centered and supportive of individual needs, generational differences, and cultural diversity?
  - i. Include the overall generational characteristics of the class population
  - ii. Did the Instructor give positive reinforcement for correct answers? Did the instructor redirect off task conversations in a respectful manner?
- i) Mastery – What evidence did you observe of student mastery of the topic and/or the skill presented?
- j) Conclude with your personal observation of what you would have done ‘the same’ and/or ‘differently’ had you been the instructor.
- k) List your References APA Style.

**SEPS389 – Education and Training of Adults  
Fall 2015**

<b>MIDTERM WRITING PROJECT OBSERVATION REPORT RUBRIC</b>						
<b>Observation Report</b>	<b>Points</b>	<b>10-9 Excellent</b>	<b>8-7 Very Good</b>	<b>6-5 Average</b>	<b>4-3 Satisfactory</b>	<b>2-1 Unsatisfactory</b>
Introduction & Objectives	10					
Preplanning obvious	10					
Physical environment	10					
Instructor delivery	10					
Learning theory demonstrated	10					
Activities	10					
Engagement	10					
Mastery	10					
Conclusion – Personal observation	10					
References	10					
<b>Total</b>	<b>100</b>					

*(Adapted from Bean, J. (2011) pp. 268-286)*