

Major strengths:	
Hands-on experience in the course really helps us learn a lot about the industry.	We have to interview a GM and stay at a hotel.
Hands-on-activities like interviewing a GM and hotel stay	We anticipate it providing a useful first-hand experience
Real world application	Great real life examples from participants in the class, from our book and from online resources
This is a good thing, but she forced you to get real world experience.	She is making us stay in a hotel, interview a GM, and working with a team is something we need to know and she is great at preparing us for the real world. Also with the Career fair, we are so prepared for that because of her.
Discussion Based	Randomly chooses students to answer and participate. There is a lot of dialogue in class between students and professor.
Group Discussion	We can gather information from others, and not just what the professor thinks.
approachable	friendly demeanor during class, feel comfortable asking questions
the reading guides for reading heads and beds	the reading guides help so that while reading the students have an idea of what they should be thinking about and not just reading the book. Makes the students think.
1. Implementation of videos in lectures	Helps us remember, real life examples, good for visual learners
Heads in Beds	Catches people's interests; relatable way to understand hotels; easy to read; engaging
Dr. Young has great speaking skills, is really good at keeping people engaged and attentive in class,.	Explained above.
Interactive with students	Takes the time to learn everyone's names and makes people participate
well structured class	syllabus is accurate and well laid-out, students know what to expect
that Dr. Young has personal experience in the hotel industry and hospitality.	Because Dr. Young has experience in the industry her knowledge seems more real life and not textbook.
Group work	Allows for collaboration and different viewpoints/opinions to emerge
Cheri is very interactive and keeps all of us very engaged.	Cheri calls on people during class and keeps class discussion going throughout our time in class.
Organization	Has a game plan for every class on what we are going to cover
Doing group presentations in class.	Because we are more engaged as students instead of being lecture. Keeps us as students focused and easier to stay focused in class.
Random selection for participation	Keeps you on your toes, forces you to engage in class and stay focused

Recommendations	
In-class assignments are a large time rush and we cannot complete them to the best of our ability.	Give us more time to complete the in-class assignments or even work on them for homework.
In-class group activities	Great idea - we just need more time or less demanding requirements in order to provide our best work.
Allow more time for in-class exercises	lengthening time limits by 5-10 minutes for in-class group assignments
Focus more on content rather than writing style	There seems sometimes to be more of a focus on writing technique and formatting rather than content of the course
The writing structure.	We feel that there should have been a little more time to get used to APA. Something we thought would be to let students know in advance (say during the winter interterm) that they would be writing papers in APA style and take time to get used to that.
Repetitive	Discusses the same topics multiple times. For example, we talked about valet parking for 2 whole class periods.
Post slides	using canvas, slides can be shared with class
Structure lectures to be more specific to questions on exams	Offer sample test questions during class
The Powerpoint slides are not online and sometimes it can be hard to take the amount of notes presented on screen.	Put up powerpoint slides after class.
Make powerpoint slides available on Canvas	Why we think powerpoint slides should be available on Canvas... useful as a study aid; strengthens our knowledge; clarifies readings; less stressed during class to jot everything on the slides down
Focus more on lectures/other activities aside from writing exercises	Reserve writing for homework
Do work separate from group occasionally during class	Make us do individual work as well as work with others outside of group
More feedback on what we need to work on from past assignments so we don't make the same mistakes in the future.	Give feedback quicker or even meet with groups for a couple minutes during class to see how we're are doing as a group and how we can improve.
More news/references to current industry events	A few minutes at the beginning of each class to devote to new events of the hotel industry. Stimulates some discussion. Helps ease into the class period, too.
Provide examples of what to do in conjunction with what NOT to do	Often we get guidance in how we should not do an assignment but it would be great to focus and put emphasis on what we should do and techniques to make things better. Potentially a shining example of a previous project that met all expectations so we have a clear picture of where we want to be
Do not think it is necessary to stay at a hotel	We all stayed in a hotel in Vail in a previous HRTM class.

Comments:

Layout of the classroom is less than desirable but our professor does not have much control over that.

My comments:

Love that you implemented the reading guides, and your students seem to respond positively to that. As always, you have great examples/stories that engage students in the topics. I like the idea of using flashcards to randomly call on students for answers to group activities—I think I’ll suggest this to other professors. I also think that your use of varied activities such as lecture, activity, video, and the short break, kept students alert.

As we discussed, the nature of your Q&A style of lecture is comfortable for some students, and I saw that the save few students engaged with that method. However, to even student participation, I suggest easing out of this method. Since you already use the flashcards in another activity, it seems ideal to implement that system throughout the class session by randomly calling on students to answer questions. For example use flashcards to ask questions directly of students instead of waiting for students to answer (or even to raise hands): “Why are all GRAs women? Karen?” Karen either answers right away (right or wrong), or struggles with the answer. Give her time to answer, even if she’s struggling. Then, “Who agrees or disagrees with Karen?” This is a fantastic way to allow all of your students to hear multiple perspectives, a Daniels goal for undergraduate students.

You are a great teacher, and it’s wonderful to see the variety of techniques that you use to engage students.

Action Plan

Changes to make this quarter:

1. Post PowerPoint slides before class
2. Give writing tasks as homework
3. Give groups feedback during their activities
4. **Include students’ names in examples.**
E.g., “Amy, you’re the laundry manager, how many sheets do you think you should have on PAR? Why?” ask others if they agree or disagree, why? (this will be a tough change to implement)
5. Use flashcards to hold students accountable for learning, and get multiple perspectives.

Future:

1. Meet with department about writing requirements; goals
2. More robust PowerPoints posted on Canvas before class (though this can be done with advance organizers if you don’t want your entire powerpoint posted)