



Teaching Observation Feedback Form: **INSPIRE 3MP3**

The teaching observation process provides a critical opportunity for an instructor to identify and receive feedback that is most appropriate to their professional goals and teaching contexts. Rather than evaluation, a teaching observation is a formative opportunity for the instructor to reflect on their own teaching practices and philosophies, to brainstorm ideas for further development, and to enhance their instructional skills in the classroom with resources and support.

In-Class Visit/Observation

This section includes broad themes to structure feedback on the classroom visit. It is not meant to be prescriptive; this is not a checklist to complete. Rather, this section offers examples of teaching practices that may be relevant across a wide array of teaching contexts.

Location: LRW 1057

Class Visit Date: July 23rd 2024

Observer(s): Jenny Blaney

Number of students present: 40-45 (appx)

- a) **To what extent is the class organized in a purposeful and logical way?** Factors to consider could include (but are not limited to) the clarity of the learning objectives/purpose, alignment between the activities and the objectives, and how effectively time was used.
- Verbally provides overview of the lesson and what they class will look like over the 3 hours, along with learning outcomes
 - It may be helpful to also have this information/overview of LO visually available for students in some way
 - I left a more detailed comment above in section 1 addressing this, but I might consider including within your drafted learning outcomes *how* students will accomplish the objectives you're setting for the lesson, and identifying *what* it is specifically that students should take out of the lesson and *why* it might matter to them or their learning. Is there anything you hope students are able to do by the end of the lesson specifically? These elements (what, how, why) are what we look for in a set of intended learning outcomes (ILOs) at the class/lesson/course level.
 - Pacing of class is good, class starts on time, nothing is feeling rushed, the objectives/outcomes and activities are shared, intentional, and well-aligned

- b) **How do students engage** with the class content: What do they do as learners?
Activities may include (but are not limited to) listening, discussing, reading, writing, and creating.

M draws instructionally on a range of teaching strategies that include:

- Active learning exercises
 - Polling (“show of hands”)
 - Open group discussions
 - Small groups/pairs
 - Question and answer
 - Summarizing student answers, building on responses
- Throughout all of the active learning exercises in the first lesson cycle/45 minutes of class, M was very attentive to assessing student knowledge which was hugely beneficial given that a lot of students could contribute and answer questions in meaningful ways
 - M summarizing and building on student answers effectively
- c) What **teaching strategies or activities** does the instructor use, and how do they support student learning? They may include (but are not limited to) explaining, demonstrating, questioning, connecting, and summarizing.

Opening Bouncing Exercise

- M is calm, confident, and making students feel comfortable in something that likely feels a little awkward, uncomfortable
- Contrast between bouncing vs. not bouncing: opening questions up to the class, soliciting their engagement and participation right away
- Opening exercise appears effective at soliciting student participation and setting an active tone for the lesson, all students participating

Blind Spot Activity

- Student participation is high – mostly all the students are engaging in this activity in finding their blind spot (only one student didn’t engage from what I saw and chose to work on their laptop)
- M is tailoring her content to be appropriate to the class and offering a nice introduction that doesn’t depend on a lot of prior expertise
- Pacing is great – providing instruction, not rushing through the activity
- Explanation of the difference between each blind spot exercise is impactful. I appreciate how M is asking students questions during the exercise and not just providing the answers right away.
- By the third colour-based exercise/example, there is a clear drop off in student participation; only 25% of the class looked at the colour images when prompted; but M noticed and pivoted quickly (well done!)

One foot activity/balancing; pen scratching exercise

- Students are participating; overall they are still paying attention and appear engaged 35 minutes into the lesson

Small group/pair activity

- Switching up the active learning technique to have students work in pairs or small groups is great to see. Some students don't seem entirely clear, however, on what they are required to do at first. Perhaps asking students to decide organizationally how they want to do the activity (in pairs or groups) is a small barrier to getting the exercise going in this case? Typically, for active learning, I would recommend a clear set of instructions for students to help with facilitating this (and other) active learning exercises. That said, I hear lots of laughter, see tables engaging, M is keeping an eye on students, making eye contact and checking around the room – excellent facilitation!

d) What **tools or resources** does the instructor use, and how do they support student learning? Are they diversified and/or accessible and/or appropriate to the context?

- No power point visible– This is a bold and confident move and not common (from what I have seen as an Educational Developer) of early-career educators who often draw a lot of security (and dependency) on the use of power point. I suspect based on your comments in the intake form that the decision not to use power point was intentional and, as an observer, such a nice change! We spend so much time in front of screens, it was nice to have a visual break, but even more: the lack of power point actually served (in my view) a performative and educational purpose, helping participants to focus more on their embodiment than what is happening on all of those screens around them in the active learning classroom. I hope you continue to explore this screenless dynamic more in your teaching, perhaps only very strategically using visual supports, like power point, in the same mindful and intentional ways you seemed to be exploring during the lesson today.
- Use of print outs at table for blind spot exercise -- One thing to flag here is how this handout could (potentially) be inaccessible if there are visually impaired folks in the room or folks who are colour-blind. Something to just keep in mind -- you might want to have another option or activity available, if you need it! When you're teaching a full course, instructors will usually be aware of those sorts of necessary accommodations or disabilities ahead of a course though, which helps with planning too.

e) How do the **instructor's behaviours contribute to a positive class climate**? How does the instructor interact with students? How do they attempt to create an inclusive environment? To what extent does the instructor seem approachable and responsive to the class and/or student needs?

- M has a lovely presence as an instructor – calm, approachable, welcoming, funny
- Land acknowledgment – wonderful to see this included, along with such a thoughtful reflection, in relation to the lesson and M’s role as an educator
- Introduces pronouns + guiding students on how they can introduce themselves in a way that is inclusive and respectful.
- Encouraging students to help create an inclusive space by not dominating conversation, supporting peers in participation – terrific!
- Establishing some classroom values, expectations, community norms but in a way that is respectful of this as a “practice” and intention to model these during the class which M does effectively (repeatedly ensures and asks students their name during the class)
- Option to go outside: by show of hands, polling, “flip a coin” – a lovely folding of students into the decision-making process, giving them a choice to change the space where they are learning, and a willingness/confidence to teach in another environment.
- I’m so impressed by M’s confident command of the classroom, lack of dependency on power point, pivoting based on student responses, folding students into the decision-making process – really exceptional work here!

Section 3: Debrief Meeting and Summary of Observations

Following the in-class visit, the observer will provide written feedback to the instructor with the option to either meet for an in-person discussion or by sharing their feedback asynchronously. **It is up to the discretion of each observer and instructor to determine and schedule their preferred debrief format.** This section is meant as a continuation of Sections 1 and 2. The discussion between the instructor and the observer should stem from the information provided by the instructor in Section 1 and the in-class visit by the observer in Section 2.

Date of Meeting: July 24th 2024

Summary of Observations:

Thanks for having me in your class, M! I really enjoyed sitting through the first hour of your lesson. I could tell how much work and thought you had put into constructing the lesson for this group of students and know how hard it is to “cold teach” a group of students that are not only interdisciplinary but that you’re also meeting for the first time. As I’d suggested in my email, my goal is to help support your development through the observational process, knowing there are important strengths to recognize and to brainstorm some “tweaks” you can consider further experimenting or playing with in your teaching. I’ve left some feedback and observational notes above that hopefully will help further some of your own thinking around adjustments you might make with this lesson, but also things I hope you keep in your teaching too!

Overall, I thought your lesson, learning activities, and assessments were very well-organized and effective and you have a lovely, calm, confident, and fun presence as a teacher. I was so impressed by your gentle command of the classroom – it felt as though you have, in fact, been teaching for a long time rather than someone who is at the beginning stages of a teaching career! And I also really loved your lack of dependency and use of power point slides, which I thought did some really interesting performative and pedagogical work in your teaching (as noted above). It can be very overwhelming (especially in an active learning classroom with a billion screens) to have those on for the whole class, and it draws students' attention/inattention in particular ways too that not all instructors are mindful of either.

Moving ahead, and seeing your teaching style, I would love to see you continue to experiment with ways you can "[flip your classroom a little bit](#)" (i.e. where students come having already reviewed slides or lecture content), so you can continue to spend class-time strategically diving into key concepts and engaging in active learning. I'd also love to see you continue to explore more active learning techniques, perhaps picking 1 or 2 new ones to try in your next lesson (like a "think-pair-share" or gallery walk). I've suggested some resources below that I think will be helpful to support these recommendations.

Suggestions for Further Development:

1. What are some strengths and next steps the instructor can take with their teaching practice based on observations from the class visit?

- Your thoughtful presence and intentional set up of an inclusive classroom space was wonderful to see (and something I hope you continue in all of your teaching!)
- I loved the screenless nature and lack of dependency on power point during your lesson. I'd encourage you to continue exploring that dynamic in your teaching, and perhaps only *strategically* using visual prompts or slides when you want to share your LOs, for example, or key concepts or visuals that students might need to both see and hear (to increase accessibility), and then returning to black/blank slides or screens to help focus and harness student attention and sense of embodiment. It can also sometimes be helpful (if the active learning exercise has more than one step) to outline those instructions visually at times too.

2. Additional feedback in response to the questions requested by the instructor (Section 1):

- Continue to explore interplay of visual/non-visual facilitation and cues
- Continue to explore active learning/flipped classroom techniques in your teaching

3. Resource recommendations related to notes/observation above (e.g., online resources, upcoming workshops, follow-up consultations):

[Active Learning Design Tool – Griffith University](#) – This is a great tool for looking up some different active learning techniques that you can adapt to your teaching/content (it has filters so you can adjust to your context a little more easily)

I also really love this book (and suspect you might be interested in it as well): [Inclusive Teaching: Strategies for Promoting Equity in the College Classroom](#) by Kelly Hogan and Viji Sathy which is full of wonderful, practical tools educators can use not just for active learning but in fully designing a course, etc., based in principles of equity, inclusion.