

PRE-OBSERVATION FORM

Before the class session, please meet or talk on the phone with your paired instructor. Based on this discussion, the observer (you) and the instructor can identify 2-3 aspects of the class on which the instructor would like you to focus. It is also helpful to know the instructor's goals and objectives for the class you will observe, so you can evaluate how the instructor met those goals. This pre-observation discussion could take anywhere from 10 – 30 minutes.

Course Information

Instructor: Sara Goodman Observer: Aftab Hussain

Course: PUBHLTH 180: Infectious disease epidemiology Date of Pre-Meeting: January 30 2020

Pre-Observation Meeting

How will the class time be used? What can I, as the observer, expect to see?

Sarah mentioned she will be reinforcing the concepts covered in Tuesday and Thursday's lecture and the reading. The students will have already completed the reading on measles before coming to class.

What are the goals and objectives for the class? What do you hope students will gain from the session?

By the end of the discussion students will be able to

1. Understand confounding and bias and how they apply to epidemiologic studies
2. Understand and define the null and alternate hypotheses
3. Understand sensitivity and specificity

What preparations for this class have the students been required to perform?

They have been asked to keep up with the class readings and come to lecture. Attendance in discussion sections is mandatory. She also asked them to tell Sarah things they were having trouble with in lecture to go over in class (via Dotstorming platform).

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How do you usually conduct class and will the session be typical of your teaching? If not, what will be different?

This class will use more predetermined questions instead of coming up with them on the spot. These may be used for future exam questions.

Are there specific aspects of the class and your teaching on which you would like to receive feedback?

Sarah wants to make sure she is really engaging the students and getting them involved.

Observation Form

Instructor: Sara Goodman

Observer: Aftab Hussain

Course: PUBHLTH 180: Infectious disease epidemiology Date of Observation: January 30 2020

<u>Time/ Pacing</u>	<u>Objective Observations</u> (Instructional strategies, organization and clarity, rapport and interaction, class atmosphere, student behaviors, priorities from pre-observation meeting)	<u>Comments/Feedback/Questions</u>
3.26p	She starts taking attendance	Taking attendance is an excellent strategy, but would be infeasible for larger classes.
3.27p	A student was talking while Sara was speaking. Sara calls upon the student by asking, "do you have any question?"	This is an excellent way to maintain class control, without being too harsh on the student.
3.30p	Finishes class attendance. Announces the most popular topics on the the Dot storming platform (shows a chart)	This is a very nice idea, where she shows the students what are the most troubled topics in class. This gives all students an opportunity to assess how his/her concerns compare with those of the majority of the entire class.
	Sarah mentions that she had lonely office hours (and put a sad face), as no one showed up.	A nice touch of a caring attitude and humor.
3.33p	She is loud, engaging, and students are listening, as she explains graph interpretation.	She captures students attention to an important discussion well here.
	She asks questions to students.	Interaction is very important, and she does this apparently to keep students from losing focus. This is commendable.
	She picks a graph example to ask more questions. The graph example is of Chlamydia Incidence rates by Region in California. Students are responsive	Nice pick for an example, as it is from the same territory as that of the students' university.

	<p>Some students are found to be doing other stuff, possibly because they have projects or assignments.</p> <p>Explains independent and dependent variables with graphs.</p>	
3.39p	<p>She moves around in class, engages students, and she's asking questions.</p> <p>She asks what lowered infectious diseases? A student answers - "vaccines? Sanitation?" In between each answer, Sara asks, "what else?"</p>	<p>This is something to learn, moving around is a good example of how to keep students attention.</p> <p>Sara's intermittent questioning, gives students encouragement to think of a more satisfactory answer. This is a good way to keep students thinking and active in class.</p>
3.44p	<p>Sara talks about historical events, e.g. the Spanish Influenza of 1918, events related to baby Boomers, citing years from the top of her head (without any paper/slide assistance)</p>	<p>Her explanation showed she is knowledgeable and this builds trust and confidence among the students to pay more attention to her.</p>
3.45p	<p>She continues to ask questions again.</p>	
3.49p	<p>Student asks a slightly tangential question on graphs – Sara addresses it, but then redirects the student's focus to graphs by saying, "what we want from you now is to know graphs, if we have a graph in the exam given by the Dean, we want you to know"</p>	<p>I think this is a very smart way to keep students from thinking in directions that are not aligned with the aims of the class. However, I would advise to also give students the encouragement to think in other directions towards which she could have said, "we could discuss it off-line, if you are interested to explore that path". Encouraging out-of-box thinking is always crucial in learning.</p>
3.54p	<p>Except for a couple of students who were chatting, most are attentive.</p>	

3.58p	Sara takes the help of slide presentation clicker.	
3.59p	Explains confounding by breaking it down into examples.	
4.03p	Confounding examples, lung cancer	Uses an example with students can relate to (smoking)
4.05p	Explains hepatitis C example. Mentions this is her field of research towards her PhD.	Good example of connecting personally with the topic she is teaching.
4.06p	She continues to ask questions: she asks a question on whether the govt. can help in addressing malaria). A student answers, and Sara makes a deep counterpoint.	Sara demonstrates that she thinks about the students answers, and is not only focused on the answer she is looking for. Thinking with the students is an excellent way of connecting with them in the sphere of teaching, especially because it gives you an idea of how students think – knowing how your students think makes you more capable of addressing gaps they may be having in their reasoning.
4.09p	She also asks easy questions. Questions student could easily answer.	This is also nice, she maintains class attention by doing so, and keeps them engaged.
4.13p	Uses Covid-19 example to explain hypothesis testing.	Use of recent events to explain class concepts is a good way of helping students remember the concepts.
4.14p	She uses the whiteboard to explain null-hypothesis.	
4.17p	She explains sensitivity and specificity using a short non-academic video on the projector.	Two benefits here: 1. She uses variety in terms of the mode of her lecture delivery (a video)--- using diversity in teaching helps to keep the class interesting, and keeps a less monotonous classroom environment. 2. She uses a non-research based video, where an individual explains correctly (as approved by Sara) the two topics. This gives students a refreshing/less-intimidating

medium to learn the concepts.

Suggested Consultation Method (around 1 hour meeting):

- Warm welcome. Ask how they are doing and how they felt about the class.
- Review your notes from the class using the collaborative consultation method. Focus on the data. *In order for the instructor to make effective changes to teaching, your feedback should be specific, focused, concrete, action-oriented, clear, honest and positively phrased.*
- Acknowledge the good things you saw in the class. Try to draw out ideas from the instructor to address any potential issues. Share your thoughts/suggestions afterwards.
- Discuss the items that the instructor asked for feedback on.
- Ask whether the instructor thinks the objectives were met for the class. How do they know? Share your thoughts.
- Encourage instructor to create an action plan for new things to explore. Encourage them to start small, try one new thing.
- Develop a follow-up plan if needed.
- Remind instructor that DTEI is an ongoing resource for their teaching (workshops/colloquia, observations, consultations, institutes, informal conversations, etc.).
- Thank them for participating in the peer feedback.

POST-OBSERVATION FORM

Complete this form using the notes you took during the class observation and your consultation meeting.

Course Information

Instructor: Sara Goodman Observer: Aftab Hussain

Course: PUBHLTH 180: Infectious disease epidemiology Date of Post-Meeting: March 12 2020

Were the goals and objectives discussed in the pre-observation meeting met during the observed class? What did you observe that informs your evaluation?

All the goals of the class stated in the pre-observation were met: she gave examples towards explaining confounding and bias and how they apply to epidemiologic studies, null and alternate hypotheses definitions. She also ran a video in class on sensitivity and specificity. She was constantly engaging with the students by asking questions, and giving easy-to-understand examples.

What were the most effective moments in the class you observed? (What went well?)

The best moment of the class was in time 3.40p, in her discussion on sanitation, when she asked students "who has used a flush-less toilet?" Only one student raised her hand quite hesitantly. On seeing that Sara told her, "hold it up high", and then she says she herself had lived with one for 2 years & had bucket washes (From her research trips to Africa as I learned offline). I found this sharing of personal experience to be fascinating, as it took many of the students by surprise and showed that she's totally "in" her subject. Sharing personal experiences relevant to what one teaches is a highly effective way of making students remember what is taught. In addition, she maintained constant questioning throughout the class, with a lot of back-and-forth, which I found to be quite engaging.

What challenges to student learning did you observe? (What did not work well?)

There were only a couple of students in particular who were answering most of the questions. A few of the students were visibly doing some other work on their laptops, and thus were not paying attention.

Courses should have a high level of student-to-student and student-to-instructor interaction. How would you characterize the interaction in the class you observed?

Sara was constantly asking the students questions, and was getting involved in back-and-forth discussions with the students based on how they answered. So the student-to-instructor interactions were high. The class did not have much student-to-student interactions. The class was primarily geared towards revising and understanding some topics, and Sara wanted to prepare them eventually for facing questions in the final.

Discuss the specific aspects of the class for which the instructor requested feedback.

Sara wanted to make sure students were getting involved. With her constant questioning, as she taught her topics, she was keeping students quite involved by keeping them thinking. To increase greater student involvement, I would include an in-class activity also in such a class. This would allow students to engage further by being able to interact and discuss with one another.

