DIVISION OF TEACHING EXCELLENCE AND INNOVATION
Provost's Office
Division of Teaching & Learning
UC Irvine

SELF-REFLECTION FORM

Complete this form after each time you teach; bring it with you to the Post-Observation meeting you have with your observer(s). Upload the completed form to the Canvas website.

Your Name:	Aftab Hussain
Date:	28, October 2019
Name of Course & Number:	Computer Systems Architecture, CS250P
Approximate enrollment in your section:	32
Class level (lower- or upper-division; requirement for major; general education, etc.)	Graduate
Course Outcomes (usually found on the instructor's syllabus):	The course teaches the architecture of complex modern microprocessors. It focuses on the evolution of computer architecture and the factors influencing the design of hardware and software elements of computer systems. After doing the course, students are expected to be able to determine how instructions are executed in different pipeline systems – how they are scheduled, what challenges or hazards there exists in executing multiple inter-dependent instructions in parallel, etc. By the end of the course, students would also be expected to know how to assess performance of different pipeline setups and the efficiency of executing different (but equivalent) series of instructions by calculating different performance metrics. They would also be expected to know the syntax of assembly level programming languages such as the MIPS instruction set.

What were the learning objectives for the class on which you are reflecting?
The learning objective of this class was to get every student involved in their homework assignment that was due later in the day, and get an understanding of what was asked. To heighten their interest and enthusiasm in doing so, I thought the best way was to get them to collaborate with and learn from each other. Therefore, I designed a team game, which encouraged students to collaboratively solve problems, present their solutions, and address queries of their peers (More details on the structure given below).

Briefly describe how you structured the course. (For example: 15 min. of lecture; 20 min. small group activity, etc.)

20 mins of group activity, 30 min of student group presentations (but the duration eventually went beyond these preplanned durations). The group activity involved a game where I divided the class into four teams, each teaching having 7 to 10 members. Each team's task was to work on a homework problem for 20 minutes. During the time, we were asked to solve the problem and then decide on how they would present their solution. Since points were allotted for each speaker from a team, during the time they also had to distribute the explanation of their solution amongst the members. By the end of the 20 mins, they were required to send me their slides (the presentations would be given from my computer). This ensured they all finished within the same allotted time. During the presentations, each team were scored by the number of questions they resolved, and the number of members who spoke.

What do you feel went particularly well in this session? Why do you feel that it did?

The introduction of this whole game system to the students at the start of the class went particularly well. As per my observer's comments, students were excited and willing to participate. I also chose 4 members (2 voluntary) to execute the role of team managers for each of their respective teams. In addition, I allowed the managers to choose some members in forming their teams. I think this setup hugely increased the enthusiasm levels of the student to participate in solving the problem, and do well in the game.

If you had the lesson to teach over again, how might you change it and why might you change it?

Based on the comments of my observer, I would try to make the team selection process much quicker, because it consumed significant time, which on hindsight, played a major role in pushing the actual lesson finish time beyond the scheduled finish time.

What kinds of responses were you getting from the students during the lesson? How might you alter student participation?

As commented by my observer (Twaha Ibrahim), Students were enthusiastic about the idea of a game and were working with each other in teams really well. He noticed they quickly divided the different tasks among themselves, such as solving the problem and creating and sharing the Google slides.

What indicated to you that the students were learning what you wanted them to learn?

The fact they were all involved, busy working with each other, and explaining their solutions

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to the class. Their last task of problem presentation was very important, for they taught the class what they did. This is an important process, for "when you teach something, you learn it twice", as famously mentioned by fast learning coach and researcher Jim Kwik. The sessions thus helped students to revise concepts related to the homework problems, and have a concrete understanding of those concepts. Since they were working on different problems, the presentations also allowed them to learn from other people's problems.

Another aspect of the class that indicated to me that students were involved and learning concepts, was by their deep technical questioning of their peers during the presentations.