

## PRE-OBSERVATION FORM

**NOTE:** When saving this file, please use the following format:

[Full name of person doing the observation] observing [Full name of person being  
observed]

For example, if Danny was observing Matt, the filename would be:

Danny Mann observing Matthew Mahavongtrakul.doc (or .pdf)

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:Public Health 1

Date of Pre-Meeting:October 23, 2019

### Pre-Observation Meeting

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

Sara looks forward to review exam topics which are troubling students the most over 60 minutes. In order to prioritize the topics, Sara asked the students to use an online tool (dotstorming) before class to upvote/downvote the most concerning topics they were facing. I also expect to see Sara going over exam strategies with the student (e.g., defending every answer, doing the essay, completing the short answer questions first).

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

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Sara: By the end of the session, students will be able to clarify unclear concepts for the exam

By the end of the session, students will be able to understand the exam format

By the end of the session, students will have some study strategies to help them best prepare for the exam

By the end of the session, students will have strategies to best complete the examination

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

Sara: They have been asked to keep up with the class readings and to ask questions on the dotstorming board <https://dotstorming.com/b/5da8ce0bf8b3250205126761> to help guide the discussion.

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

Sara: This class is lecture only and the TAs are mostly responsible for grading assignments and holding office hours.

I have previously done review sessions in my discussion sections for other classes (public health statistics and infectious disease epidemiology) and have done Jeopardy! But I don't think this will be possible with such a large class.

I set up a dotstorming board to help students prioritize the topics they want to go over for the exam. I plan to use as much participation as possible to have the students volunteer the answers before I tell them.

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

Sara wishes her observer (Aftab) to see how well she manages her time in class to teach and review the different materials in class. Sara also found increasing class participation to be challenging for this particular course.

## Observation Form

Instructor: Sara Goodman

Observer: Aftab Hussain

Course: Public Health 1

Date of Observation: 24 October 2019

<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)  Priorities from pre-observation meeting: <ul style="list-style-type: none"><li>• Sara wishes to review course material for students to help them prepare for the upcoming midterm.</li><li>• She also intends to share exam strategies amongst her students.</li><li>• She intends to explain the concepts that were most needed to be understood/cleared among the students. (She used an online topic voting platform, dotstorm, to get an assessment of the most pressing topics amongst her class)</li></ul> Pre planned Strategy: <ul style="list-style-type: none"><li>• Her strategy is to explain concepts using a slide, then present slides with questions without answers, and then present slides with answers.</li><li>• Her strategy is also to use analogies to explain concepts in public health to which most students can relate to.</li></ul>	<u>Comments/Feedback/Questions</u>
<u>5.50p</u>	The class is yet to start, at 6p (up to 7p) Lecture title: PH1 Midterm Exam Review.	The class is an activity class, with

5.55p

Class already full of students. Students sitting on floor. Sara still invited students for help with their project (a paper).

Lot of noise and gossip, chit chatting, as class is yet to begin. There are approximately 60 plus students. A student seemed concerned about the upcoming midterm.

tables and chairs around all sides. There were also students on the floor as chairs were limited. In my opinion, it is hard to get student attention in this kind of a setting.

5.59p

Sara starts to make announcements: she was telling students to write questions on their post-it notes and stick them to the whiteboard (there were whiteboards on all sides of the room)

Although there were whiteboards on all sides of the classroom, most students were not within reaching distance, and most likely not many had post-it notes. For canvassing for in class questions she might have asked the students loudly to raise their hands if they had any confusions.

Sara asked loudly if students in the back can hear. She also loudly told students to please not talking while she is talking.

This is reflective of good class control. The students were quiet almost right away after hearing her.

6.03p

Sara asked students how many are left-handed, in order to check for any special arrangements she may need to make during the midterm.

Shows Sara cares for diverse needs of students.

She starts by suggesting different strategies for taking the exam. (for. e.g using color pencils, process of elimination)

She interacts with students by asking rhetorical questions (in a positive way) to get them engaged (for example, while explaining process of elimination method cross out 3 wrong answers from 4, what is the percentage of correct answers that remain?)

Asked for TA evaluation.

Shows she cares for her students and is doing her best.

6.07p

Moves to most popular topics on dot storming (the tool which students used to vote on most important topics for them to

	<p>cover). Explains “Levels of Prevention”. Gave examples of interacting with students.</p> <p>Used clear slides.</p> <p>Started explaining variables in experimental studies. She asked students what they did in previous classes about this topic, what kinds of experiments they had learned.</p> <p>She was repeatedly asking questions, and students were responsive.</p> <p>Students were vigorously taking notes of the concepts that she was explaining.</p>	<p>Helpful for students to keep attention and not get lost.</p> <p>She connected with students on what they did in their previous classes, this is good, as this helps ensure a continuity in their learning and thinking process.</p> <p>She is doing well in keeping class attentiveness. Students are following her.</p>
<u>6.25p</u>	<p>She is giving examples while explaining “randomized community trials”.</p>	<p>I found the examples to simplify what she was explaining.</p>
<u>6.30p</u>	<p>She shows a video on “teratogens”. Some students leave. She pauses the video and then asks questions.</p> <p>While explaining genetic counseling and genetic testing, she mention her racial origins.</p>	<p>She does well in keeping the students involved by asking them questions, even while showing them a video. She is very spontaneous and enthusiastic about her content throughout, hence there is almost no moment where students may take it easy, and get too relaxed.</p> <p>I think this is really good on her part, as it makes the topic something to which she herself could relate to, which makes it more interesting for her students. Thereby, this would also help students to remember the topic better, as such real and personal examples tend to stick to memory better, in my opinion.</p>
<u>6.45p</u>	<p>A this point she starts talking on</p>	<p>Again good use of examples to which</p>

	<p>vaccination, malaria. She also talks about her trip to Burkina Faso, and she was talking about the ailments that were faced there.</p> <p>She continues to talk about different diseases, and some big stories on disease outbreaks (E.g. the 2015 measles outbreak in Disneyland, Anaheim.</p> <p>Throughout she is walking across the room. Told students that the slides will be available.</p> <p>She gives a useful study tip to the students – she mentions usually a course instructor is very likely to give questions on the instructor’s research area for the midterm.</p>	<p>she can personally relate to. Gives students the impression that Sara really likes what she teaches, consequently increases their interest too.</p> <p>Again good use of examples that were significant at a larger scale. Very helpful to remember the topics.</p> <p>She is really interested in helping the students understand, and keeping them engaged, which I think she is doing well.</p>
<u>6.51p</u>	Students are leaving.	I get a feeling she needs to wrap up to finish at 7.00p, but she is continuing.
<u>6.53p</u>	She shows a journal paper on public health on social justice.	

### **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.

*For more suggestions, contact Dr. Danny Mann (Program Director for Graduate Student and Postdoctoral Scholar Instructional Development, DTEI) at [dmann@uci.edu](mailto:dmann@uci.edu).*



## 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: Public Health 1

Date of Post-Meeting: October 30, 2019

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

Yes they were. She was able to clarify unclear concepts for the exam. She gave clear, simple examples. For example, she used the example for zombies to explain disease contagion. She constantly asked questions, and got responses consistently, which showed that students were following the concepts she was explaining.

She gave clear slides explaining how to take the exam using the scantron paper, gave very practical tips for test taking, for example using color pens, and answering the short questions first. She also told them to go over the professor's research area, as the professor is likely to ask questions from her research area.

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

She relating to her racial background while explaining genetic testing and genetic counseling (which I would like not to mention here) – in particular, in highlighting the importance of these practices for various racial groups. Her relating to concepts personally showed the high level of indulgence she had in the subject matter – the positive effect of doing so was seen in the attentiveness of the students while she was discussing the matter.

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

I thought she was going through many topics one after the other in a slightly brisk pace. I thought it made it slightly difficult for students finish taking notes.

Given the limited time she had, I think she was under time pressure to complete more topics in time.

The other challenge was the class was overcrowded, as many students had to sit on the floor, and were without chairs. This may have been difficult for some students, given that some of them may have had disabilities (although none that I knew of).

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?

While the student-to-instruction interaction was high, as Sara was asking questions throughout the class, and consistently getting responses, I thought the student-to-student interaction was limited. There was no activity, or any small task, that asked the students to do something, in class. Therefore, any opportunity for the students to interact with one another diminished. In my opinion, given that it is a review class, I suppose this is not a problem, as students would most likely be interested to learn from Sara (who would eventually be grading their midterm), rather than their peers. However, innovative review strategies for improving student-to-student interaction, may have been used (e.g. giving them a short concept review quiz, with extra credit)

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

Class participation was good, many students turned up. I believe opening an online dotstorming pool for students to pick their most troubling topics prior to the class contributed towards their interest in showing up for the class.

With regard to time management, she clearly went over the class time, and did not leave enough space for a wrap up (or conclusion) within the classroom time. I suggest it is important to constantly look at the watch during the lecture, and have time budget for how long she expects to take to cover each topic, leaving extra time for logistics.

### OPTIONAL CONSULTATION EVALUATION

CATEGORY:	BEHAVIORS:	EXAMPLES/NOTES:
Interaction with Consultant:	<ul style="list-style-type: none"><li>• Friendly</li><li>• Nervous</li><li>• Defensive</li><li>• Engaged (e.g. takes notes and/or asks questions)</li></ul>	
Willingness:	<ul style="list-style-type: none"><li>• Open to new ideas</li><li>• Willing to implement or to consider implementing new strategies</li></ul>	
Reflection:	<ul style="list-style-type: none"><li>• Instructor appears to have thought about learning, his/her methods</li><li>• Has insight into what works/what needs work</li></ul>	
Collaboration:	<ul style="list-style-type: none"><li>• Discussion is interactive</li><li>• Instructor generates ideas also</li><li>• Takes appropriate responsibility for outcomes</li></ul>	

