

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: Michelle Kim Gardner

Observer: Aftab Hussain

Course: PS61A: Intro to Race & Ethnicity
12/9/19

Date of Pre-Meeting:

Pre-Observation Meeting

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

We will start by getting into groups. The students will then discuss their readings (assigned prior to the meeting). They will summarize it and create a quick 2 to 3-minute presentation on a Google slide, prepared prior to the class by me and uploaded to the Canvas website. – Michelle Kim Gardner (MKG).

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

The goals are to review the readings and present on them. The objective is that each student will learn their own reading and about the readings assigned to other students. I hope students will gain a comprehensive understanding of all of the assigned readings. – MKG

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

They have been assigned a particular reading to have read thoroughly and be able to discuss in class. – MKG

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

I usually conduct class via group work and base the material on the readings assigned by the instructor-of-record. This session is very typical of my teaching. However, I will also be reviewing the midterms individually with the students while they are doing group work. This is the only thing that is atypical of my teaching. – MKG

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

I'd like feedback on how to get the students more engaged in their discussion. – MKG

Observation Form

Instructor: Michelle Kim Gardner

Observer: Aftab Hussain

Course: PS61A: Intro to Race & Ethnicity

Date of Observation:

6/6/19 (Video) Observed on 14 December 2019

<u>Time/ Pacing (Video Mins)</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>
1.00	Students come in, and Instructor starts discussing agenda of class. Music playing in the background.	The music is unnecessary, and some (or many) may dislike it. I would keep it out.
	Asks students to form groups, and asks them to use alias names, as she is using this for research.	Good in using aliasing with an aim to use class participation data for research.
	Students still coming in.	
	She passes out a pre-survey papers to class, after stating objectives.	
	Students are completing their survey, all seem attentive.	This is a good reflection that the students all got the requirements of the class.
	The slide is un-visible in the video.	She might want to do a slide for the video.
7.00	She announces there's a minute more for the survey.	Good, alerts the class.
10.00	Groups are being made. She is using number placards to assign	This is good work, and she had to prepare for this before the

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	groups of two.	class, which is positive.
11.14	Students are forming groups. The instructor starts discussing The instructor has put them in groups where both students were assigned different reading articles, so they could learn about the other.	I think this is among the smartest moves in the class. This would encourage students to learn from each other, and create a greater scope of knowledge dissemination.
14.00	Students are engaged, and are discussing with each other. Some are looking at their laptops. All look engaged in the task they are assigned.	
~ 20.00	She announces 10 more minutes.	Good class pacing strategy.
24.00	Students are all engaged, all seem in.	
32.00	Students are all absorbed in their writing. Some students seem to have finished before hand. They are on their phones, which is alright, after their task effort.	
36.00	She hands out a feedback form, for today not the entire quarter. And she gives them 5 minutes (announcing aloud)	This shows she cares for what her students think of her current session. Again, really reflective of a good class pacing strategy.
43.00	She is explaining good article writing practices. (e.g., connect to evidence, avoid flowery writing, and don't be repetitive, comprehensive.) all linked to "Racial Capitalism"	Clearly explains them, and writes on white board. Elaborates on each point.

45.00	Explaining assignment requirements, minimum number of words.
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	She canvasses for questions from the class, and answers students queries clearly.
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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 CEI 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 Students and Postdoctoral Scholar Instructional Development, DTEI) at 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: Michelle Kim Gardner

Observer: Aftab Hussain

Course: PS61A: Intro to Race & Ethnicity
December 2019

Date of Post-Meeting: 15_

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 the goals of the class was met, in my opinion. The fact that students were discussing the material with each other, and found little difficulty in doing the tasks in the class, showed that they had done a good job of going through and understanding their assigned readings.

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

The most effective moment of the class was the way she assigned the groups, which I thought was pretty smart. She assigned the groups in a way that each group had students who were assigned different readings, giving them a greater opportunity to learn from teach other.

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

Nothing in particular, the student had to do tasks related to readings they were assigned before hand, and seemed comfortable doing the assigned class tasks.

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?

Both were good, Michelle, asked her students if they had any questions, during their group activities and responded clearly to their queries. The students were also interacting with each other decently to complete the given task.

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

The students were quite engaged, the pacing of the class was excellent, and delivery of instructions were clear. There was variety of tasks and activities, which kept the students interested and engaged. In addition, It's nice how all the activity was covered in such a small session. Maybe having some kind of a contest in the activity might make the class at a higher octane level, but, such contests take time to manage, and often lead to getting over the time lot provided, as I have experienced.