

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:	18 November 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 objectives of the class was to get students to have full understanding of one of the topics of the course – out of order processing.

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In order to achieve this goal, my objective was to get the students to explain the concepts to each other.

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

They were assigned an assignment on the out-of-order processing. So I split the class into two teams and made each team work one problem of the assignment (there were 3 problems in total, the first of which was already explained previously). A team leader was assigned for each team, who were asked to pick two presentable solutions from among their group mates. Next they were asked to pick potential speakers from their group, other than the authors of the solutions, who would present the solutions to class. They were given about 20 minutes to prepare. The remaining 30 minutes of the class was dedicated to presenting the solutions. I randomly picked one speaker from each group to present. The presentations were graded by each member of the opponent team on a scale of 1-4 for clarity of explaining the problem and the solution, and how well they address questions.

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

The level of engagement among the students, and their increased level of interest in the activity. I think this is due to the fact that the students were given more responsibility by the design of the game – explaining solutions to fellow teammates, understanding fellow students' solutions to a degree that he/she should be able to explain (and essentially teach) what he/she understood – all on behalf of the team with the goal of winning the contest.

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

I would prepare slides explaining the strategy of the contest, beforehand. This would have saved me time in explaining them the rules of the contest. Also, as suggested by my observer, I think it may be a good idea to start with some student centered learning objectives and then work backwards from there.

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

The students were heavily engaged. The authors of the solutions (who

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were picked by their team leaders or volunteered) were explaining their solutions to potential speakers, while the team leader was ensuring his team has confident speakers, who could explain the solutions. I felt there was a positively tense environment, where students were trying their best to understand the solutions from each other. The presentations were all very clear, and well explained, since those presenting were trying to do their best on behalf of their teams.

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

The increased level of engagement among the students during the preparation time for the presentations, and the quality of presentations showed me they learned what I wished, and thereby fulfilled my learning goals for this class.