Capstone Teaching Demonstration – Peer Feedback Form

Presenter's Name: Alyssa Pybus

Context for lesson (e.g. course level, class size, etc.): Undergrad, remote (didn't see the class size)

Specifically requested feedback:

Note: Think about the most significant aspects of teaching that you observed (using the categories below as potential prompts). What was effective/ineffective? Why?

LEARNING GOALS AND ASSESSMENT

Does the instructor provide specific, clear learning objectives? Does the instructor then teach towards these objectives? Has the instructor gathered evidence of student learning?

I really like the questions as learning objectives. They gave your lecture a very clear organization, the questions themselves were clear, and you could immediately operationalize many of them into TurningPoint questions to see where everyone was at with answering them. The TurningPoint questions worked well to gather evidence of student learning.

I think the only thing here that was less effective (and I know there were some technical issues with TurningPoint + PowerPoint) was that the students could see the results as they came in, and change their results to fit the majority response. Because of that I'm a bit concerned that it hid some of the mistakes or misconceptions from some of the class.

INSTRUCTIONAL STRATEGIES

Do the chosen instructional strategies seem to support the learning objectives and assessment? Are there areas where slides, handouts, explanations, student interaction, etc. could be improved?

The way you used the TurningPoint questions was very effective! I noticed your questions served three different purposes:

- Gauging prior knowledge
- Letting students exercise their own intuition before being told something new
- Testing newly-learned concepts

All of this seemed to help you adjust how long you spent on each learning objective, and when you needed to repeat explanations or focus more on certain concepts. For example when the students were mostly bringing up differentiation as a unique property of stem cells, you made sure to emphasize harder that stem cells are also self-replicating (I think? Not a biologist!) in the next slide.

Your explanations became a bit rushed towards the end of the class, but honestly between the clarity of your slides and the enthusiasm behind your explanations, I think everything about the applications still came through clearly, and looking back at the learning objectives I think you covered everything you intended to.

Were the stakes clear for the TurningPoint questions? It looked like some people withheld or changed their answers after you said what the correct answer was. I'm curious if they get graded

per correct response, for participation, or not a all, and what their expectations were that caused them to try to avoid leaving a wrong answer after the fact.

CLASSROOM CLIMATE

Does the instructor create a positive learning environment in which all students are comfortable participating?

Students seemed to be comfortable using their mics when there were technical issues, which is always a good sign. They were also very fast at providing responses on TurningPoint. I think you were particularly effective at addressing and validating everyone's comments/responses, even for very open-ended questions or for areas where the students may have had less expertise.

PRESENTATION

Do the structure, pace, transitions, visual aids, and verbal/nonverbal communication support learning?

Your slides are great, they make great use of figures, with just enough text to give key definitions. I especially liked the way you presented the example applications. Showing the article title, authors, and where it was published gave the students enough information to follow up if they were interested, and as presented lecture material the figures you pulled out of the paper to support your summary made the interesting findings from the paper very clear, even in the short amount of time you had to cover it. Structurally I think presenting the applications using a hook (COVID application), then a high level look at a variety of applications, followed by the challenges, and finishing with a deeper look at some recent research that addresses some of the challenges, was very effective at summarizing an active field of research in the context of one third of an undergrad lecture!

Two minor points of improvement on presentation: (1) on the visual presentation, you moved the mouse cursor around a lot while talking. It was useful for highlighting areas of figures, but it would sometimes distract from the slides if you were moving it unconsciously while explaining something. (2) on pacing for questions, some of your pauses for questions were probably too short for someone to type a question into the chat.

Prioritized Feedback

1. What do you think was the one most effective aspect of the teaching demonstration?

   The use of questions with immediate feedback, and the subtle ways you used the students' responses to guide your presentation. This was all incredibly effective, and I learned a lot from seeing how you handled this!

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2. What do you think is the most important consideration for the presenter's future teaching?

This one's a challenge, but making sure that the feedback from the students doesn't come mostly from the ones who are most confident/quickest to respond. Longer breaks for questions to support typed questions, TurningPoint responses that are hidden, anonymized, and unchangeable, and more opportunity for students to interact in small groups with each other could all potentially help this.