

2018-10-25 #3

Peer Observation Form

Your partner's name: IAN MILLER

When you will be visiting your partner's class:

Date: 2018-10-25

Time: 10 AM

Room: D144

When your partner will observe you:

Date: _____

Time: _____

Room: _____

On **your form**, list three specific areas of teaching. You may choose anything you want but try to think of things that you wouldn't be able to get feedback on from your students (for example, the kinds of questions you ask and what you do with students' answers, the choice of problems/examples, encouraging student participation, encouraging communication between students, time management, etc.) that **your partner** would like to receive feedback on. Tell your partner the areas **you** want feedback on— this information goes on **your partner's form**.

1. what Ian might not notice (class room dynamics)
(collaboration with LA)
2. any feedback related to behaviour of groups
3. 1-on-1 work with students

What did the instructor do to engage the students (and get them interested) in the lesson material?

Ian uses a sign-in sheet, and I believe everyone's in class by 3 min past.

Ian brought the class together by asking for attention — "~~you guys~~"
"you guys"

Harvie, as and A,
How could ~~the class~~ be more involved?

What questions does the instructor ask? How do students respond to these questions?

"Can a func. have two absolute maxima?"

"I noticed you were nodding your head"

"Can you find another domain for which..."

"Why not?" "What's the domain?"

(I noticed folks seemed to consider functions with disconnected ~~range~~ images to be ~~do~~ certainly multiple functions)

How does the instructor interact with groups? How does the instructor facilitate group discussions? How does the instructor interact with individual students?

I noticed the chair arrangements were a bit prohibitive for group work. There were ~~3~~ three distinct rows, which might impede walking round to talk to students. ~~Some~~ ^{about 2/3} students appeared to be working alone, and a group of 7 students in the 2nd row seemed to be talking with each other about a social event.

How did the instructor allow students to demonstrate their understanding or thinking?

Ian asked folks to ~~group into about 3 people~~ ^{work in} groups of about 3.

I noticed that folks had little motivation to work in groups, they mostly just stayed put/ "planted" for the course. — Positively, ~~90%~~ ^{90%} of the ~~some~~ students were quite involved with ~~their~~ ^{their} neighbours.

How does the instructor help students to see themselves as creators of ideas and mathematical knowledge?

- Asking direct questions to individual students
- Floating to student ~~groups~~ groups to "expand" questions on the worksheet

What were the big ideas in this lesson? ? How do they connect to what has come before, and/or establish a base for future work? How did the instructor communicate this to their students?

What do YOU think the most and least effective things were that the instructor did?

Are there things that the instructor did that you might want to incorporate into your teaching at some point? If so, what are they and why would you want to incorporate them?

Ian comfortably floated to each group at least once in the course of the class

