

MICROTEACHING PEER FEEDBACK FORM

Instructor	Topic	Date
Ziye Lin.	Gaussian Response Models	March 13, 2025

1. Aspects to maintain - (What aspects of the lesson were effective?)

Very clean slides, good speech, good volume, good pace (often slide
█ talks are too fast).
 Really nice board writing.

Good use of screen & board together.

Good amount of time spent waiting for questions.

2. Suggestions for improvement - (What changes would make the lesson more effective or understandable?)

Microphone, especially in larger classes, when facing the board.

Watch for anything that might obstruct student view.

Careful about "we just do X" — some students might not think it's obvious.

3. Interactivity with learners - (How was the audience involved in the lesson? Were these activities effective?)

Good job asking audience for input. "It took me a bit of time when I first looked at it."

Checked in █ with the audience very often, which is great!

↳ suggest asking if anything is unclear.

Look for these aspects of an effective lesson

Delivery		
Pace	Gestures/Movement	Enthusiasm
Volume	Eye contact	Confidence
Clear articulation	Facial expressions	Time management
Structure		
Lesson opening	Clarity of points	Appropriate use of visuals
Clear learning objectives	Transitions	Closure
Interactivity		
Relevance of activities	Facilitation of activities	Audience engagement

Qualities of effective feedback:

- It is descriptive, specific, and focuses on changeable actions
- It identifies what was done well and what might be improved

Last revised: April 2013

MICROTEACHING PEER FEEDBACK FORM

Instructor	Date	Grade
Ziyae	STAT 231 (22)	Mar 13

1. Aspects to maintain - (What aspects of the lesson were effective?)

- Good pacing we no one answer.
- Detail notes (recall).
- ~~Writting~~ Go thru derivation but also has the note latered on slides.
- $E(\hat{\beta}_1) = \beta_1$. can highlight that its an unbiased estimator.

2. Suggestions for improvement - (What changes would make the lesson more effective or understandable?)

- "This" - can clearly state which term we are looking at.
- Should confirm with students if they can see the notes on board.

3. Interactivity with learners - (How was the audience involved in the lesson? Were these activities effective?)

ask questions during derivation

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Instructor	Topic	Date
Ziye Lin	Stat 221/231 Gaussian Response Models	March 3 rd , 2025

1. Aspects to maintain - (What aspects of the lesson were effective?)

- use of pointer
- you read the math then reminded students of what the expressions meant/were called

2. Suggestions for improvement - (What changes would make the lesson more effective or understandable?)

- talking to the slides as opposed to the audience
- your volume decreased when doing a pt at the board (which is harder to hear), it is hard to write and talk at same time so maybe repeat /read what you wrote after

3. Interactivity with learners - (How was the audience involved in the lesson? Were these activities effective?)

- Paused to ask students for justification in a pt. I think the area to pause was great! You provided extra information and said it is hard to encourage student. Maybe wait a little longer for student to have time to think.
- Ask for points to clarify instead of asking if everyone understands (you alternated)

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MICROTEACHING PEER FEEDBACK FORM

Instructor	Topic	Date
Ziye Lin	CI, PI, model check	Mar 21, 2025

1. Aspects to maintain - (What aspects of the lesson were effective?)

great use of interaction
quality of explanations
handling student questions

2. Suggestions for improvement - (What changes would make the lesson more effective or understandable?)

when running out of time, prioritize what to say
handwriting + saying what you write

3. Interactivity with learners - (How was the audience involved in the lesson? Were these activities effective?)

lots of directed q's
answered q's well (repeating q, etc)

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students: H H H H H H H

recording class
writing a little messy but OK

clip mic to shirt so you don't have to hold it

10:30 recap

"and then... yeah"

asked for questions, waited & looked around

(4 or 5 times)

10:34 could ask what MLE property we're using

$\hat{\mu}(x)$

nice clear derivation, could involve students more

e.g. ask what to do next, why it's useful to write as

what does that tell us about the dist'n of $\hat{\mu}(x)$? $\sum b_i Y_i$

someone answered, you repeated answer

10:41 could ask what property of expectation to use

mean

"what is $E[Y_i]$?" no one answered \rightarrow wrote $Y_i = \alpha + \beta X_i + \epsilon$

gave proofs as exercise with hints

"is there anything unclear?"

maybe write down that it's unbiased

10:45 var "do I need to worry about this covariance term?"

"what is the variance of \hat{Y}_i ?" no one answered \rightarrow showed dist'n again gave proof as exercise

q - what is X ? repeated, answered, checked that it was enough CI

q - didn't repeat first one, repeated second one

added hat to CI gave full derivation on new slide

checked for understanding

clarify \hat{Y} is a new obs with X as covariat

11:01 PI

not clear you were asking the class why indep so no one answered

intuitive explanation of why error is 0 on average same issue with people not responding about mean + var of new \hat{Y}

stopped reading out what you were writing \rightarrow what are we looking for in plots? \rightarrow intuitive exp of PI vs CI

11:12 model checking \rightarrow what are we looking for in plots?