Classroom Visitation Form

Southwestern is committed to creating a culture of excellence for our students, staff, and faculty. One of the ways we fulfill our commitment is through peer-to-peer feedback and mentorship on each other's teaching. This Classroom Visitation Form is designed to provide a framework for peer teaching observations, helping to assist the instructor in the performance of their duties, and to encourage and support their professional development over time.[1] The form is comprised of two components: a pre-observation form, to be completed by the faculty being observed, and a post-observation form, to be completed by the observer. The two components work iteratively to promote constructive feedback, pedagogical reflection, and ongoing dialogue to promote faculty members' continual development over the course of their careers at Southwestern.

Pre-Observation Form ***(for Faculty being observed, please complete this form and return to the person observing your teaching)***

Faculty Member: Benjamin Holt	
Course: MTH 81	**Date: 10/7/2020**
Observer: Piper Lisseveld	
Name and Topic of Class Session: Chapter 4: Basic Conversions	

1. **Learning Outcomes**

   What is/are the objective(s) of the class session? What do you want your students to know, understand, and/or demonstrate as a result of your instruction?

Give students the skills to do basic conversions by illustrating the "Bridge Method" which is a way to visually organize unit calculations.

Using a unit fraction, or "fancy 1," the student should be able to re-express a quantity measured in one unit of measure to another unit of measure.

[1] Collective Bargaining Agreement, Article 16.1

2. **How do you plan to achieve this/these Outcomes?**

Video: I have recorded a "screen capture" video which illustrates the "bridge method" or "fancy 1 method" of unit conversion. Referring back to previously learned skills, the video outlines the basic reasoning behind the method.

The method is then presented in a general step-by-step form with accompanying examples to concretely demonstrate each step.

The video then demonstrates the method for several unit-conversion examples within and between metric and U.S. Standard units of measure of both weight and volume.

Online Practice: Students have access to an online homework page which allows them to practice the material until they master it. Each problem is randomly generated so that each student gets their own assignment. When the student achieves a score of 70% or better, they receive a pass code which they then send to me. The information embedded in the code helps me to understand their progress.

3. **Instructional Techniques Being Used** (*select all that apply*):
   - ☒ Lecture
   - ☐ Class Discussion
   - ☐ Small group activities
   - ☐ Individual Student Assistance
   - ☒ Interactive activity
   - ☐ Lab
   - ☒ Web-enhanced
   - ☐ Other: _____

4. **What will you do to help students reflect on and enhance their learning?**

   What will you do to help students look back on their learning? What will you do to help students enhance their learning process?

Each video, including the one for "Chapter 4: Basic Conversions," makes reference to earlier material and cites its relevance to the new material being covered. By giving students unlimited opportunities for practice via the "Homework/Practice" page of the course website, students will obtain instantaneous feedback on their understanding of the material covered in the video.

5. **What do you hope to learn from this observation?**

   What feedback would you like the observer to provide during your lesson to help you better reflect on your practice?

I would like to know an outside observer's responses to the following questions: Are the videos easy to find and access? Is the "Homework/Practice" page easy to find, access, and use? Does the "Chapter 4: Basic Conversions" video break down the process into easily digestible chunks of information? Does the "Chapter 4: Basic Conversions" video adequately prepare students to engage with the corresponding material on the "Homework/Practice" page?

Post-Observation Form *(for classroom observers, please complete this form and return to the instructor. Please note that due to the variety of activities in which our faculty engage, some of the items may not be applicable to each instructor.)*

1. **Development of Learning Outcomes**

   Please describe and demonstrate (with specific examples) how and/or to what extent the objectives and outcomes identified by the faculty member were met during the class session.

Video lecture explaining the process of the Bridge/Fancy method for conversions. Several examples were given using a stylus pen on screen that was straightforward and easy to follow. Examples used a variety of measurement conversions. Voice on video was upbeat, relaxed, and encouraging.

2. **Teaching Effectiveness:**

   X Main ideas are clear and specific
   X Sufficient variety in supporting information
   X Relevancy of main ideas was clear
   X Instructor related ideas to prior knowledge
   X Definitions were given for vocabulary

   Specific examples of teaching effectiveness observed:

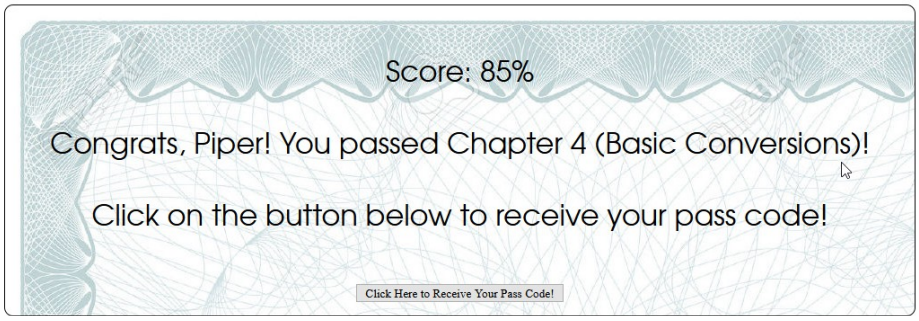
Verbal, written, and demonstrated ideas on method. Why it is useful – specifically referencing the culinary environment, but hinting that it is used in a wide variety of ways. Discussed how it was building on knowledge and skills from the previous section.

NOTE: I saw you referenced a "Unit Conversions" sheet, but in the particular video it was not referenced where the sheet can be found. I found it later through the website at the "handouts" section. You might have already referenced it several times in previous lecture so students know where to find it.

Easy to find videos, homework, handouts.

I took the exam after the video (as one who is not skilled in math and as a first time observer of

the material). I was able to completed the assignment in under an hour using the bridge/fancy method taught and received a score of 85% (above the 70% required to "pass")



Passcode: 761613 767842 227254 697921 807233 975984 181657 506516 546805 323564 730288 732651 239302 365070 932766 111298 74758 673949 22833 69633 384886 936376 299264 38315

3. **Presentation and delivery:**

X Communicates audibly and clearly
☐ Establishes and maintains eye contact with students (*Ben was not in video for eye contact)*
X Varies pace and tone to keep students alert
X Uses a presentation style that facilitates note-taking *(practicing alongside rather than "notes")*
X Uses positive and appropriate humor
X Incorporates various instructional supports *(drawings, colors, actions)*
☐ Other: _____

Specific examples of teaching presentation and delivery observed:

It was enjoyable to watch the videos, pause to practice, and then complete the homework. Holt.Blue website is laid out nicely and is easy to navigate from all areas of the site. Coordinated nicely with MyLakerLink so students can find links and information.

- Introduces the websites used in course
  - MyLakerLink
  - Personal Website for Content Delivery (not searchable on Google). Gives instructions to type in holt.blue (click and go).

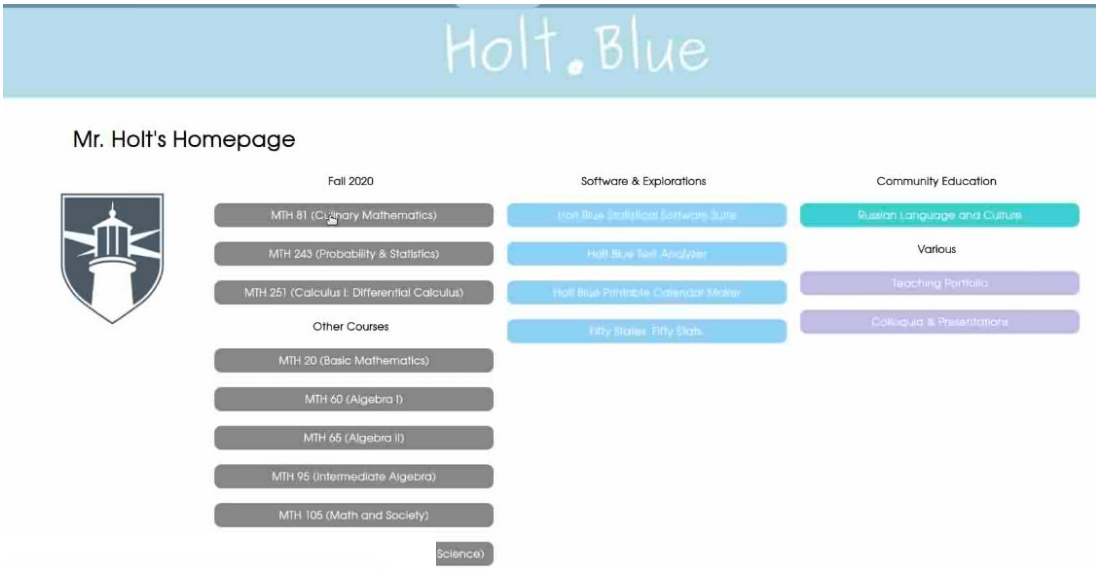
- Review first session "what will be covered"
- Introduction about the instructor both written and expanded upon verbally. (it was great

to learn more about you!)

- How to get ahold of Ben (Office Hours via Zoom, Email, Phone). Told that he won't be on campus so phone won't be checked as often. Zoom and Email are preferred. Also listed the SLA (Email turn-around expectations). GREAT!
- Syllabus
- Technology Requirements (internet access, Firefox browser, Zoom software, VLC video player app, PDF reader)
- How to take a screensot

FYI Feedback: for Windows 10 users you can use either Snipping Tool or the shortcut Windows Key + Shift Key + s key allows users to capture a screenshot (without installing separate screenshot apps). You did a screenshot, but didn't show them steps in 'how'.

- Video Lectures location and schedule of lectures (Holt.Blue and MyLakerLink)
- Specific instructions for how to do the homework random generated questions on assignments.



Feedback: Recommend using a darker font for all the light colored buttons (dark gray to make it easier to read).

Feedback on Syllabus Quiz (I recall on the video somewhere it showed the definition for the acronym POW, but then it showed them on the syllabus quiz I saw acronyms (POW, ZOKC)

and I couldn't remember what the POW meant. I tried to backtrack through the video but couldn't find the section. It might be good to re-list the acronym meaning a the top of the assignments where they are used. I did see the ZOCK definition later in the video (30:58) after the syllabus quiz example. **To avoid confusion, list definitions wherever the acronyms are used.**

Ben took the test to show what it looks like. Great documentation at the bottom showing what color-coded responses mean and the Score. The instructions on clicking the button to receive your passcode (**button itself could be bigger**) Nice affirmation of work accomplished! Woohoo!

4. **Student Involvement:**

☐ Attends respectfully to student comprehension or puzzlement *(N/A online format)*
☐ Responds to changes in student attentiveness *(N/A online format)*
☐ Asks questions of students that challenge them to think more deeply *(N/A online format)*
☐ Invites student participation and comments *(N/A online format)*
☐ Incorporates student responses when appropriate *(N/A online format)*
☐ Encourages students to respond to their peers throughout the discussions *(N/A online format)*
☐ Treats students with respect *(N/A online format)*
X Uses positive reinforcement to encourage student participation and intellectual risk-Taking *(within the videos is positive and encouraging)*
☐ Encourages students to interact civilly/respectfully with each other *(N/A online format)*
☐ Other: _____

Specific examples of student involvement observed:

(N/A online format – no in-person observations of student interactions.

After each exam, students can see what they got right and wrong. Correct answers are visible. Students can retake for a higher score. 70% and up = Pass, 69% and below = No Pass. Added point deduction after deadline passes. Virtual Office time is scheduled for dedicated questions as well as email and phone options.

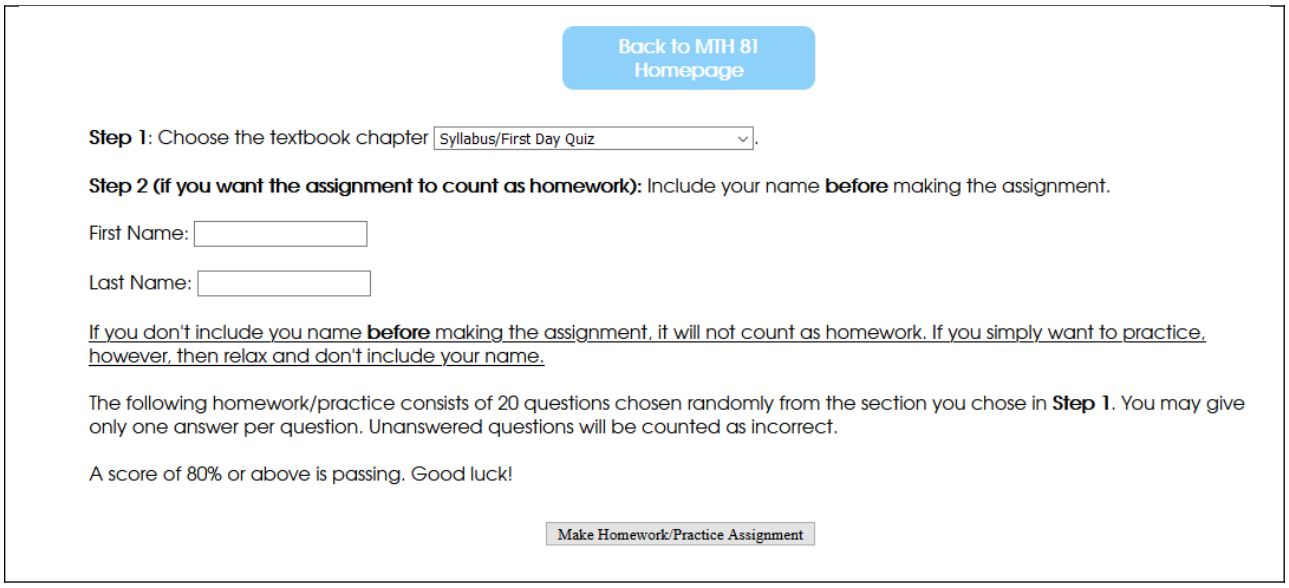
5. **Learning environment:**

☐ Students seemed to be interested and taking notes during class *(N/A online format)*
X Checks for understanding periodically *(built in ZOCKs, POWs, and Projects into class flow)*
X Promotes student involvement *(verbally in videost)*
X Students participated in active learning activities *(assignment-based)*
☐ Addresses potentially disruptive behaviors before they impact the learning Environment *(N/A online format)*
X Students were given an opportunity to apply learning through practice, project, case studies, etc.
X Creates opportunities for students to practice relevant skills
X Develops student independence by encouraging students to assume responsibility for their own learning
☐ Solicits student feedback*(N/A online format)*
☐ Listens carefully to student comments and questions *(N/A online format)*
X Encourages critical thinking and analysis
☐ Other: _____

Specific examples of the learning environment observed:

Learning environment is online, on the student's schedule. Assignment deadlines are clearly posted. Virtual Office time is clearly posted. Ben encourages students to use office time for questions or concerns. Availability via email as well with a 24-48 hour turnaround during weekdays.

Feedback on Holt.Blue Homework page: Notice that on introduction video at 21:37 you mention a 70% or better on the exam to pass. However, on your Holt.Blue **Homework page it states that you need an 80% or better to pass** - potential confusion with mixed messages.



6. **Overall summary of / reflection on classroom observation**

Ben has done an excellent job at packaging objectives, keeping upbeat and interesting throughout the video. Directly applicable methods to use in many situations. Valuable learning. All in a self-directed (asynchronous) online format. **Video Feedback**: Adding closed-caption and/or transcript options to the video will help students with difficulty hearing or requiring text display accommodations.
Love the drawing app used to watch the process in action (Xournal). Chapter 1 video showing a written description of the of the problem, and then a direct application (using fractions and then later in bridge conversions). Using examples that are sepcific to culinary (or a targeted industry) is important in the learning process.

Nice wrap-up of lessons covered (in Intro video) and setting the stage of what will be covered NEXT.

10/8/2020

Peer Review Member's Signature **Date**

Faculty Member's Signature **Date**

The Faculty Member's signature acknowledges review and receipt of this form and does not constitute agreement.