

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 251	Date: 11/01/2019
Observer: Louis Rushton	
Name and Topic of Class Session: Related Rates	

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?

Objective #1: To be able to apply the chain rule to find relationships between multiple rates of change.

Objective #2: To learn and practice how to derive relationships between quantities for a particular situation and from these relationships derive the related rates mentioned in Objective #1.

¹ Collective Bargaining Agreement, Article 16.1

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

Students will watch a video on related rates before class. In class I will present an example of related rates featuring volume. After answering any questions, students will then break off into randomly chosen groups and will begin working on a randomly assigned problem from their homework. During this time, I will guide students in their thinking toward solutions to the problems they are attempting. If there is time, students will present their work to the class.

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?

As students work together in their groups, they will work to recall the methods presented in both the video and in my brief presentation. If students have the opportunity to present their work to their peers, other members of the class will either have their perspective on the material reinforced, or they will gain a new perspective on how to handle related rates problems.

As students are working in their groups, I will provide individual assistance in solving the problem which has been assigned to them.

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 am always looking for ways to transform the traditional “lecture space” into a “group-learning space” in ways that go beyond moving desks around the room. Any additional insights or suggestions are always appreciated.

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.

The objectives were met by Ben providing a video to be watched before the class, a brief Q&A assessing readiness and activating prior knowledge, a brief example, and group work.

2. Teaching Effectiveness:

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

Specific examples of teaching effectiveness observed:

In the opening minutes of class Ben asked questions about the video students were assigned to watch. "Did anything look familiar?" Students responded identifying prior knowledge learned in the course required for meeting the objective that were present in the video (implicit differentiation/chain rule).

The example Ben chose to do in class used real world data and related to volcanoes, a relevant topic in the Pacific Northwest that helped students engage with the material. The example was worked out clearly, while Ben elicited information from the class throughout.

The group work portion of the class allowed students to practice, and see the work of other students by using the white boards on the sides of the classroom. Students place value in this group work, as evidenced by the majority of students taking pictures of the classmates' work at the end of class.

3. Presentation and delivery:

- X Communicates audibly and clearly
- Establishes and maintains eye contact with students
- Varies pace and tone to keep students alert
- Uses a presentation style that facilitates note-taking
- X Uses positive and appropriate humor
- X Incorporates various instructional supports (film, diagrams)
- Other: _____

Specific examples of teaching presentation and delivery observed:

Ben uses his own website (holtblue.com) to deliver and maintain course content. The materials presented in class, the pre-assigned video, and homework assignments are all available through the website. By doing this, Ben projects his website onto the white board and reviews materials there available for students. Throughout his lecture Ben shares his sincere love of mathematics, speaking of the “magic” of mathematics while solving problems.

4. Student Involvement:

- X Attends respectfully to student comprehension or puzzlement
- X Responds to changes in student attentiveness
- X Asks questions of students that challenge them to think more deeply
- X Invites student participation and comments
- Incorporates student responses when appropriate
- X Encourages students to respond to their peers throughout the discussions
- X Treats students with respect
- Uses positive reinforcement to encourage student participation and intellectual risk-taking
- Encourages students to interact civilly/respectfully with each other
- Other: _____

5. Learning environment:

- Students seemed to be interested and taking notes during class
- X Checks for understanding periodically

- X Promotes student involvement
- X Students participated in active learning activities
- Addresses potentially disruptive behaviors before they impact the learning environment
- X Students were given an opportunity to apply learning through practice, project, case studies, etc.
- X Creates opportunities for students to practice relevant skills
- Develops student independence by encouraging students to assume responsibility for their own learning
- X Solicits student feedback
- X Listens carefully to student comments and questions
- X Encourages critical thinking and analysis
- Other: _____

Specific examples of the learning environment & student involvement observed:

Before class began, Ben has a clock projected on the white board showing the time until class begins. During this time, Ben shared conversations with students as they entered the classroom. He offered extra candy from Halloween, and discussed the STEM colloquium offered later that day.

Of the class, 27 minutes was used for group work. This active part of the class gave students every opportunity to engage, while Ben circulated the room answering questions and providing support. During the group work, students were explaining topics to each other. There were energetic conversations in some of the groups where students were interacting with the material rigorously, and fully engaged.

6. Overall summary of / reflection on classroom observation

By providing pre-assigned videos, working an example, and providing structured, active, group work for his students, Ben met the objectives set out for the day's class. Having all of the materials available on his website allow students to revisit these materials as needed. Ben delivers the course material in a warm comfortable way, and shares his passion for mathematics with his students.

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.