

# ACADEMY for TEACHING EXCELLENCE

## Harper College Adjunct Faculty Reverse Peer Observation

Adjunct Faculty Name: [REDACTED]

Division: [REDACTED]

Department: [REDACTED]

Peer Faculty Instructor being observed: [REDACTED]

Peer Course being observed: [REDACTED]

Observation Date: [REDACTED]

**Based on effective teaching strategies observed, describe how you might modify and/or enhance your existing instructional methods?**

With the written agenda on the whiteboard, [REDACTED] began the class with housekeeping questions to make sure students understand what is expected of them. Then, with the class divided into smaller groups, the students were asked to come up with three main ideas summarizing the chapter reading assignment; they worked on the chapter using textbooks, computers, and/or phones. After sharing their findings, the class watched a short video titled "Our Chaotic Climate" on Ted-Ed. Continuing working in small groups, the students deliberated about our climate issues and challenges presented in the video clip. Trying to engage the students and make our climate challenges real, [REDACTED] confronted the students with a question what they would give up or do to help with our climate issues and then she asked them to calculate their car's fuel economy.

I found the written agenda helpful in bringing order, structure and direction in the classroom. The small group strategy was effective in getting students engaged in class participation and interested in the material discussed. Moreover, I liked the instructor's use of technology and apps such as the Remind and Padlet apps to connect with students as well as to collaborate in collecting ideas and brainstorming. Through the use of appropriate questions, the instructor was successful in connecting the topic of the lesson with students' real life experiences; thus, making the learning process more meaningful and relevant to them.

**Describe how you might incorporate any methods used to confirm/assess student learning:**

Instructor used small group discussions at the beginning of the class as a primary method of assessing student learning. The second method used to assess student learning was through quizzes assigned as homework.

In general, I like the idea of small group discussions in a classroom; however, as a tool to assess student learning I would rather use it as a secondary method. I find the use of short quizzes given at the start or the end of a class to be a more effective and efficient method in assessing student learning and comprehension of material covered.

**In what way did the observed teaching strategies generate new ideas for involving your students in the learning process and/or generating student interest?**

During my observation, the students were engaged and involved in classroom activities and learning through the use of their own electronic devices. Moreover, the instructor was successful in using different web applications to connect with the students, to assign students to participate in group work, and to assign homework. I found that integrating technology in the classroom does offer the chance to increase student interest and involvement in the learning process; thus, I hope to use it more often in my teaching.

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## What new approaches might you take when planning for lessons?

This observation made me more aware of the importance of the following when planning for lessons:

- Use of technology to involve students
- Making connection between the lecture and real life examples or experiences
- Small group activity so students can share their ideas and learn from one another
- Short quizzes used as summative or formative assessment
- Calling student by their first name to increase their participation and involvement
- Clear lesson outcomes to inform students of where they are going and how they will get there
- Making connection between the new material that is being presented and the concepts they have already learned

## Can the Academy for Teaching Excellence provide you any additional support, if so, in what topics or areas of interest?

I would like to learn more about online tools such as e.g. the Socrative app to launch in-class quizzes and exit tickets, the Remind app to connect with students through text, Google Slides, and other free online tools to increase student involvement.

Please submit three dates and times prior to May 4, [REDACTED] that you are available to meet with an Academy Representative for a 30 minute follow-up meeting.

April 20, [REDACTED] 10-11am

April 23, [REDACTED] 10-11am or 1-2pm

April 25, [REDACTED] 10-11am or 1-2pm

Adjunct Faculty Signature: [REDACTED]

Date: [REDACTED]

Academy Signature: [REDACTED]

Date: [REDACTED]