The Institute for Teaching Excellence & Faculty Development (TEFD) crafted this Reflection Guide to help OCX visitors be active observers. We encourage you to use this resource to engage in meaningful reflection. While most OCX hosts welcome feedback, some instructors have asked for specific feedback on their courses (see Page 2). You have an opportunity to provide constructive feedback to your host(s), either by directly contacting them, or through the TEFD Evaluation Survey, which will be sent out the week after OCX concludes.

SOME TEACHING CHARACTERISTICS TO LOOK FOR:

CLIMATE

What did the instructor do to foster a classroom climate of mutual respect?

What did the instructor do to establish a learning culture in the classroom?

PLANNING

In what ways did the instructor connect the outcomes of today’s course with the learning activities, and check for student understanding?

How did the instructor make use of the classroom layout, technology, and/or multimedia resources?

BUILDING KNOWLEDGE

How did the instructor create opportunities for students to:
• connect new information to prior learning;
• connect learning across disciplines;
• build knowledge by focusing on problems; or
• examine conceptions and misconceptions?

How did the instructor make the content relevant to the real world?

ACTIVE LEARNING

How did the instructor engage students in being active participants and/or learning from each other?

What types of activities did the instructor use to engage students in gathering information, explaining ideas, predicting results, or constructing arguments?

Overall, what is one pedagogy or teaching approach you would consider adopting (or adapting) for your own class?
Requests for Class-Specific Feedback from 2017 OCX Hosts

CHEM 475: Physical Chemistry I: Quantum Chemistry and Spectroscopy
Professor Scott Auerbach asks, “Can you make sense of any of the stuff we are talking about? Can you see yourself applying any of the learning methods we use? Can you suggest other ways I can engage and inspire my students?

CLASSICS 250: The Classical Origins of Western Medicine and Medical Terminology
Professor Debbie Felton says, “I am always interested in feedback, such as what the visitors found interesting or boring, or effective or ineffective.”

COMM-DIS 301: Speech and Language Development
Professor Gwyneth Rost says, “This is the second time I have taught this as a flipped, team-based learning class, so I’m still getting my feet under me. I am concerned about how to use teaching assistants most effectively during class. I’m always wondering, “Do the TAs circulate well? Do they help without helping too much? Do they keep students on topic (or is it just that students switch back to topic when I come around)?

COMP-LIT 335 - Comic Art in North America
Professor N.C. Christopher Couch asks for feedback on, “How to make the awkward classroom work better? I have had students make zines and do other things to engage them, even in a large class. Do you have any other ideas?”

EDUC 497I: Tutoring in Schools
Professor Robert Maloy says, “We are interested in hearing about our guests’ experiences with flipped classrooms, blended courses, and interactive, small group learning.”

MUSICAPP 116: Saxophone Studio Class
Professor Jonathan Hulting-Cohen welcomes any feedback or comments you have right after the class.

PHYSICS 131: Introductory Physics for Life Sciences
Professor Brokk Toggerson says, “I would love to get feedback from any guests. This unit is undergoing a significant renovation from previous semesters and therefore any suggestions that people, especially colleagues from the life and chemical sciences, may have would be more than welcome!”