

## Reflection on the Observation and the Feedback

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### Observing vs. Being Observed

From my point of view, observing is more beneficial than receiving feedback from my observers. I would identify myself as a student rather than an observer when visiting Alyssa's and Daniel's class, because their teaching was enlightening and eye-opening. Alyssa's class is Intermediate Italian, and they spoke Italian most of the time. This was a unique experience where I had to solely focus on her teaching. During the one hour's class time, I could recognize where/how she did a good job, what she did better than me, and what I would learn from her. Moreover, I could spot the problems in my own teaching that I had never thought of. Overall, I think visiting others' classes, especially in different subjects, is tremendously rewarding.

Getting feedback from the observers is more useful than observing in terms of identifying "individual" problems instead of general teaching skills. For example, they mentioned that I could have spoken more emphatically, and spent time more equally among the groups. It is hard to notice these problems on one's own – these are more of case-by-case issues.

### Inspirations from the Teaching Triangles

As mentioned in the first section, some of the problems in my teaching were brought to my attention during the observation. The biggest problem, pointed out by my partners as well, is time management. Most of my class time was devoted to problem solving in groups, and I did not gather them together until I saw most of the students had done. From time to time, we just ran out of time. In Alyssa's class, instead, she wrote a rough time schedule for the class meeting on the board ahead of time, and the class proceeded smoothly as planned, as the students intentionally paced themselves according to the time limit. I will borrow her strategy, and if I have to extend the discussion time, I would declare a fixed amount of time and let the students be fully aware of it.

Another inspiration is to collect feedback and make prompt changes to some in-class activities according to the effectiveness. For example, Alyssa let the students grade their quiz papers by themselves in class later in the semester, because she found it more efficient than returning their quizzes in the next class meeting. The contents of the class activities are typically "assigned" by the instructor, but we could always think of how to optimize the way of presenting the contents.

### Suggestion for the Teaching Triangles

I suggest that the reflection and the feedback meetings proceed right after visiting each other's class. In other words, each "class visit" section might include sharing feedback. In this case, we could adopt some feedback from the first observer in our second class meeting. Then we collect the feedback from the second observer, and see what we have done better and what else should be improved.