## Department of English and Comparative Literature

## First Year Writing Program Pre-Observation Form

Before the observation date, please fill out and submit this form to your peer reviewer. This form will highlight for your reviewer examples of the effective learning elements they will be observing: (1) Faculty-Student Interaction, (2) Student-to-Student Interaction, (3) Active Learning, and (4) Assessment of Student Learning.

**Please note the following**:

* These four teaching variables reflect best practices in the field of Rhetoric and Composition, whether in a face-to-face or virtual classroom.
* All four variables do not all need to be addressed in a single class session. The pre-observation form allows you to identify those variables integrated into the instructional design on the day you are being observed.
* The reviewer will focus on the instructional methods of your class session. However, you may also want to highlight for the reviewer any effective design elements in your Canvas course site.
* When you give access to your Canvas course shell, please indicate a student assignment you want your reviewer to evaluate. The reviewer will only assess those assignments to which you direct him/her.

**Please address the following:**

1. Student learning objectives: At the end of this class, students will have a greater understanding of:

2. I propose to achieve the above objectives by using the following teaching methods listed below:

**a. FACULTY-STUDENT**(1) What kinds of faculty-student interaction will you include to support the student learning objectives? Examples might include an exchange of ideas and sharing of experiences in whole class discussions or Canvas discussion threads; contact with students in Zoom breakout rooms or in-class group work. *If your class session limits by design faculty-student interactions because it does not support the learning objectives, please indicate this decision for your reviewer.*

(2) Are there any particular instructional design elements in your Canvas course that you want to call attention to your reviewer as examples of faculty-student interaction outside of a class session?

**b. STUDENT-to- STUDENT INTERACTIONS**
(1) What kinds of student-to-student interactions will you include in your class session to support the class learning objectives? Examples might include formal and informal discussions on course topics; collaborative assignments; Zoom breakout rooms / in-class small group work. *If your class session limits by design student-to-student interactions, please indicate this decision for your reviewer.*

(2) Are there any particular instructional design elements in your Canvas course you want to call attention to your reviewer as examples of student-to-student interaction outside of a class session?

**c. ACTIVE LEARNING ENVIRONMENT**
(1) What kinds of active engagement with course content will you include in your class session? Examples might include student in-class activities that involve active use of writing or speaking as forms of self-expression; opportunity for information gathering, synthesis, and analysis in solving problems, interpreting texts, or making arguments; engagement in collaborative learning activities; self-assessment activities that ask students to critically think and write about their learning.

(2) Are there any particular instructional design elements in your Canvas course you want to call attention to your reviewer as examples of active learning outside of a class session?

**d. ASSESSMENT OF STUDENT LEARNING**

(1) How do you intend to check for student understanding and engagement throughout the lesson?

(2) What particular instructional design elements in your Canvas course support the assessment of student learning?