## Department of English and Comparative Literature

## First Year Writing Program Pre-Observation Form

Before the observation date, please fill out and submit this form for your peer reviewer. It is designed to help you highlight in your synchronous class session examples of the following effective online learning elements: (1) Student-Faculty Interaction, (2) Student-to-Student Interaction, and (3) Active Learning.

**Please note the following**:

* These teaching variables reflect best practices in the field of Rhetoric and Composition, whether in a face-to-face or virtual classroom. They are consistent with the evaluation categories of the FYW teaching observation form used for the past five years.
* The variables do not all need to be addressed in a single synchronous class session. The pre-observation form allows you to identify those variables integrated into your instructional design.
* The reviewer will focus on the instructional methods of your synchronous class session. However, you may also want to highlight for the reviewer any effective design elements in your Canvas course site.
* As directed by the Provost, *"Direct observations (aka peer observations) must give credit to faculty who made significant changes in their teaching pedagogy. . . . Observers must consult with the faculty member and summarize the work undertaken to convert course pedagogies and any other proactive measures undertaken to adjust in their reports.*" You may want to describe for your reviewer any pedagogical changes you made as you transitioned from a face-to-face to an online learning environment.
* 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 them.

STUDENT - FACULTY INTERACTION
(1) What kinds of activities will you include in your class session to facilitate student-faculty interaction? 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 Canvas conferences to offer guidance; and/or the use of Canvas Speedgrader comment box or Google Docs commenting (or any other comment feature, such as video or voice commenting) to interact with students about their assignments. **If your synchronous class session limits by design student-faculty interactions, please indicate for your reviewer**.

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

STUDENT-to- STUDENT INTERACTIONS
(1) What kinds of student-to-student interactions will you include in your class session to facilitate peer learning? Examples might include formal and informal discussions on course topics; collaborative assignments; or Zoom breakout rooms, Canvas Collaboration, Google Hangouts. **If your synchronous class session limits by design student-to-student interactions, please indicated for your reviewer.**

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

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; student assignments where they critically think and write about their learning.

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

## Transition from F-t-F to online teaching

As directed by the Provost, please describe any significant changes or other proactive measures in your instructional design and delivery that you would like to highlight for your reviewer.

Possible Examples:

Opportunities for students to engage in activities such as formal and/or informal discussions on course topics

collaborative assignments

Zoom breakout rooms, Canvas Collaboration, Google Hangouts (or other online collaborative platforms)