Peer Observation Template

Instructor being observed: Lyndze Harvey

Observer: Michelle Jaworsky

Date/Time: February 25, 2021 5:45-7pm

Class: ELC 240

WHAT? Objective observations; what you actually see/hear; "just the facts"	**SO WHAT?** Why is this significant? Personal reflections, meaning, curiosities, connections
• Prior to the synchronous session I attended, Lyndze requested students watch a video where she established the context and relevancy for learning NVC through storytelling. At the end of the video, students were asked to bring examples of a personal experience to process to the synchronous class. This and other details about the upcoming synchronous session were shared both via email and posted on D2L News, with a visual added to the latter.	• I thought the oral and visual storytelling weaved into the video helped me sustain my focus and made for a more enjoyable learning experience. The visual used in the D2L News also grabbed my attention when I entered the D2L course. The accompanied assigned work encouraged students to actively engage with the presented ideas in a personally meaningful way. I appreciated the opportunity to prepare an example ahead of time.
• As students settled into the classroom environment, Lyndze let students know that they do not need to turn on their cameras (e.g., "I am all about lowering students stress level").	• Clarifying cameras are optional indicated a prioritizing of students' sense of wellbeing over potential instructor's convenience. I find it beneficial to receive students' nonverbal cues as I am facilitating and request that students turn their cameras on. I was wondering if and how camera use has also been encouraged.
• Lyndze provided an overview of the session at the beginning. Students were provided with a copy of the PowerPoints and handouts.	• The purpose of synchronous session was clear. The overview provided an organizational structure for the session that

	helped to stimulate my curiosity and focus my attention.
• Lyndze facilitated a mindfulness activity.	• My focus was further supported by opening with a mindfulness activity. I appreciated the opportunity to check-in with my body and I noticed the impacts of the activity on my ability to be fully present.
• Lyndze used slido.com to pre-assess learning. An anonymous poll revealed what students already knew about NVC.	• This was my first introduction to slido.com. I found this incorporation of technology created welcomed opportunities for anonymous interaction. I also noticed reference to "padlet" in the D2L course. I am inspired by the use of this platform for students to share information with one another.
• Lyndze invited students to share their examples through chat or audio and/or video, and clarified "there is no pressure" to share. When Lyndze pointed out a judgement in one students' example, Lyndze asked the student their thoughts on the revision she suggested. The student acknowledged the merits of the feedback and continued to share examples.	• Students readily took Lyndze up on the invitation the share their examples and appeared receptive to Lyndze's delivery of constructive feedback. The activity appeared helpful in assessing students understanding of the material and supporting them to refine their application of it in real life scenarios.
• Lyndze provides clear examples of each NVC step (e.g., misinterpreted request).	• Lyndze used concrete examples that clarify the material.
• Lyndze invited everyone to turn their cameras off and take a dance break.	• What fun! I appreciated the encouragement to get out of my chair and move.
• Students moved in to break out rooms to collectively craft a response to an assigned scenario.	• This is one clear example of fostering student-to-student interaction. The mixture of small and large group activities offered lots of opportunity for cooperative learning. For me, the learning felt collaborative and social throughout.

• Checked in after break-out group is they have enough time. Two group members said they did not. Lyndze offered the option to go back into groups or work on them in a large group. There was a delay in some groups sharing their approaches to the scenarios. Lyndze filled this time by reinforcing concepts outlined on the PowerPoint until the group was ready to share.	• I appreciate the flexibility demonstrated in offering more time to students to work on their responses and in utilizing time between transitions in a meaningful way.
• The session ended with a poll question: "Is NVC seeming like a possibility for you?"	• I was curious about the wording of this question. Embedded in the question appeared to be acknowledgement that NVC may not be a practice that all students feel they can or want to adopt. I wondered if this was intentional.
• There are NVC resources included in the D2L course.	• I appreciate the opportunity to deepen the learning.

NOW WHAT? In conversation after observations, reflect together on how the above insights/observations might be of value going forward, for both observer and observed.

Our conversation initially focused on my observations around students' willingness to take risks with their participation. Lyndze explained how she attributes this partially to sharing her perspectives on intelligence, capacity, and learning with students earlier on in the term. Lyndze shared how she hold students as equally capable learners and emphasizes the role of interest and practice in the skill development process.

We discussed how this perspective showed up in the ways Lyndze interacts with students and in how she approached the transition to online learning this past year. I noted that Lyndze appeared at ease using so many innovative tools in her online course delivery. I was surprised to hear that Lyndze did not consider herself to be particularly "tech savy" and experienced some initial hesitation about integrating these tools. She explained how she rose to the challenge by reminding herself of her capability and embrace mistakes along the way.

We then talked about how Lyndze's perspective relates to assessment. Lyndze shared her reluctance to attach numeric value to the work students produce, but shared ways that she meets this intuitional requirement in way that emphasizes the process of learning. I was intrigued to hear about Lyndze's

strategy of delaying providing a numeric grade to students and offering them her written comments first. I also appreciated Lyndze's acknowledgement that this strategy can be uncomfortable for some students and her willingness to adapt to meet their learning needs.

Lyndze's responsiveness to student feedback came up at many other points in the conversation. We shared similar ideas about the importance of being open and responsive to student feedback. I was particularly struck by Lyndze's acknowledgement of what students have taught her (e.g., introducing her to online learning tools); it resonated with own beliefs around students as contributors to our own learning and the ideas about the shared learning environment.

When asked what Lyndze would do differently, Lyndze said that she would spend time looking at how to conclude the session. Lyndze acknowledged the hesitancy of the question she posed for the final poll. In hindsight, Lyndze said she would return to her own story at the end of the session. Lyndze also spoke to her ongoing commitment to reflective practice.