



MI Classroom Observation Transcript

Introduction

Narrator: Hello. In this activity, we will review the Master Instruction Classroom Observation Process. We will begin by observing a real-world campus based scenario between a faculty member and the Dean of Academic Affairs. You will have an opportunity to learn about the overall process and each aspect of the Master Instruction Classroom Observation form. You will observe a classroom scenario and complete the form based on your findings. An exemplar will be provided for each characteristic of Master Instruction found on the form. We will also follow along as the dean and faculty member complete a lesson plan. Our scenario begins in the office of Vikki Holmberg, the Dean of Academic Affairs.

Dean Holmberg's Office

Narrator: Dean Holmberg just received an email from a student. Let's see what the student has to say.

Evan: DAA Holmberg, Here is feedback on our pharmacology course. The course is unorganized and not prepared for student learning. Meaning, the course concepts are too condensed, which completely decreases our ability to retain knowledge or prepare us for future classes. Lectures are extremely difficult to follow because of the condensed versions. The professors seemed unorganized and unprepared to teach so much material. Most lectures are summaries of random information on medication rather than on important take-aways, like how and why the specific classes of drugs work. Each exam covered 14-17 chapters at once, which is accelerated to say the least. Although we used CAS, it was difficult to pinpoint for them what our needs were given how much material is covered. I know this is an accelerated program, but consider decreasing the amount of material learned and focusing on the basics/intermediate material rather than on obscure, rarely encountered information. Thank you for allowing me to give feedback. Evan Martino

Dean Holmberg: Hello Professor Davies. Do you have time to meet me in the conference room to discuss NR293? *(Pause)* Wonderful! I'll see you soon. Thank you for taking the time to speak with me. *(Footsteps)*

Conference Room

Dean Holmberg: Good morning Professor Davies!

Professor Davies: Good morning!

Dean Holmberg: Thank you for meeting with me today to discuss NR293 instruction.

Professor Davies: It's my pleasure!

Dean Holmberg: Have a seat and let's get started.

Professor Davies: I have been trying a new teaching strategy this session. During my first MI Classroom Observation, it was recommended that I diversify my teaching methods. I heard that Professor Myers is flipping his classroom, so I thought it would be fun to do that too.

Dean Holmberg: Tell me more about your flipped classroom teaching methods.



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Professor Davies: I have the students read prior to class or use the voice-over PowerPoints, so I can share stories in class. Students seem to really like my stories. With over twenty years of experience, I have seen some really unusual things.

Dean Holmberg: I have received feedback from some students that the course is overwhelming, and that more emphasis is needed on key concepts. I'd like to conduct another M-I Classroom Observation to see how I can support your instructional methods to promote student learning.

Professor Davies: I realize there is always room for improvement. Thank you for your assistance. I look forward to seeing you in my classroom.

Dean Holmberg: Thank you again for meeting with me. (*Footsteps*)

Dean Holmberg's Office

Narrator: Back in her office, Dean Holmberg realizes the importance of the Master Instruction Classroom Observation.

Dean Holmberg: Before I conduct Professor Davies observation I should review the process on how to document the observation using the Master Instruction Classroom Observation form.

Narrator: Dean Holmberg accesses the Master Instruction Classroom Observation RLO, on the CFE portal.

Master Instruction Classroom Observation Process

Narrator: Hello. In this activity, we will be discussing Master Instruction Classroom Observation. Master Instruction Classroom Observation is designed to advance the practice of Master Instruction through self-reflection and peer observation of campus-based and online faculty. Integral to Master Instruction is creating a positive, participatory learning environment through deliberate use of evidence-based strategies to foster deep student learning. Self and dialogic reflection expands perspectives to confront and resolve actual and desired teaching practices, and facilitate successful student learning outcomes.

The descriptors found in the left column are characteristics of Master Instruction and not specific tasks. Through self-reflection, the individual faculty member must interpret the criterion in the way that best meets the learning objective, content to be delivered, and learning environment setting.

Prior to the observation, the designated observer will review the self-reflection of the faculty member, and then observe the faculty-student interaction, and provide detailed feedback of the observation to promote professional development. Faculty are required to validate completion of the Master Instruction Classroom Observation process, twice per fiscal year.

A Likert scale is used to record observation responses of each characteristic of Master Instruction, to guide professional development only, and it is not intended to serve as a performance evaluation. After rating the extent to which each characteristic of Master Instruction is observed, use the comments section to explain your rationale for the selected rating.

Following the observation, the observer will share their insights from the review with the faculty member in a private meeting. The purpose of this meeting is to expand perspectives



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through dialogic reflection to transform teaching practices. The faculty member will also reflect upon and rate his or her practice of Master Instruction to guide professional development.

Now we will examine the Master Instruction Classroom Observation Form. Click the monitor to proceed.

Master Instruction Classroom Observation Form

Narrator: There are six characteristics of Master Instruction, on the observation form. The first is content management. The second characteristic is active learning. The third characteristic is relevance. The fourth characteristic is facilitation. The fifth characteristic is integration; and lastly, the sixth characteristic, is classroom environment.

Classroom Scenario

Narrator: Now, you and Dean Holmberg will observe Professor Davies class. Upon completion, you will fill out the Master Instruction Classroom Observation form.

Professor Davies: I provided you with tools to gain exposure to material outside of class, textbook readings and PowerPoint presentations with voice-over. Now we can focus our classroom time talking about important information about antibiotics. I remember this time when I was in practice and a woman came to the ED with septic pelvic thrombophlebitis, which is a rare puerperal infection.

Narrator: Thirty minutes pass as Professor Davies tells her story. She realizes time is running out, and divides students into groups to identify antibiotics used for treatment of high-risk diagnoses. *(Students talking)*

Professor Davies: Let's wrap up. Any questions? If not, I'll see you next week.

Master Instruction Classroom Observation Form Activity

Narrator: Based on your observation of Professor Davies' classroom scenario, rate her on the six characteristics of Master Instruction, and document your rationale in the comments section of the Master Instruction Classroom Observation Form. After each characteristic, exemplars will be provided. Please note that there are numerous ways to effectively complete the Master Instruction Classroom Observation form. The exemplars provided are only a few examples among many. Click on the camera icon if you need to refer back to the classroom scenario while completing the Master Instruction Classroom Observation form.

Print

Narrator: Click on the printer icon to print a copy of the ratings and comments you documented on the Master Instruction Classroom Observation form.

Master Instruction Classroom Observation Conference

Narrator: Dean Holmberg and Professor Davies have convened in the conference room to review the results of the Master Instruction Classroom Observation.

Dean Holmberg: Thank you for meeting with me. We will discuss the results of your Master Instruction Classroom Observation. I liked how you used your lived experiences from your nursing practice. However, to better engage students and deepen their learning, focus



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experiences to help students challenge their assumptions and think through and interpret situations, from multiple perspectives. Narrative pedagogy, used effectively, offers a practical student-centered approach to enhance thinking through story.

Professor Davies: I did use stories to flip my classroom.

Dean Holmberg: Flipping the classroom is a purposeful teaching strategy that goes beyond having students prepare for class. It provides a mechanism to assess student understanding and provide in-class activities that focus on high level cognitive learning. These activities must align with course outcomes and assessments.

Professor Davies: How do you know for sure that the instructional activities are supporting the successful achievement of the course outcomes?

Dean Holmberg: Let's use the Lesson Plan to guide the process. We can meet on Friday to go through the Lesson Plan. Be sure to bring the NR293 course outcomes and the learning plan. To prepare for our meeting please review the RLOs under the Academic Alignment tab on the CFE portal. I pulled up the RLO home page from the CFE portal onto this computer if you'd like to look it over. I'll also email you a direct link to this page on the CFE portal.

Professor Davies: I see the link you are referring to. I'll begin reviewing the recommended RLOs when I return to my office. This is so helpful. Thank you for working with me.

Dean Holmberg: You're welcome! Thank you for placing value and importance on teaching excellence. I know there is much to learn about the academic role. For example, the acronym for flipping the classroom helps me to remember what the pedagogy is all about. Focus on your Learners by Involving them in the Process.

Professor Davies: That's so helpful. Thank you!

Lesson Plan Meeting Part One

Narrator: It's Friday morning and Dean Holmberg is getting re-acquainted with Professor Davies. As discussed in the Master Instruction Classroom Observation review meeting, they will complete a lesson plan based on NR293.

Dean Holmberg: Did you remember to bring the NR293 course outcomes and the learning plan?

Professor Davies: Yes, everything we need is in this folder. I also emailed the information in case you wanted to complete the form on the computer. As you requested, I reviewed the RLOs on Purposeful Pedagogy, Identifying Purposeful Learning Strategies, and the Wheel of Purposeful Learning.

Dean Holmberg: That's great! Before we get started, let's go over a few frequently asked questions faculty have about the lesson plan. (*Footsteps*)

The first question is "What is a lesson plan?" In contrast to a learning plan, a lesson plan is a blueprint of what students must learn to achieve course outcomes, and how the faculty member will effectively manage class time to facilitate their success. It gives direction to teaching and learning occurring in the learning environment.



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The next question is “Why create a Lesson Plan?” Planning a course of action to successfully achieve goals and objectives is an important first step in any process, and education is no exception. Lesson plans target what students will learn and how outcomes will be assessed. It helps faculty organize content, materials, time, and instructional strategies. Course outcomes, teaching methods, and assessments, align in an effective lesson plan. Varied instructional methods must be used to achieve course outcomes and to meet the needs of learner preferences. Following implementation, the lesson plan can be reflected upon to determine how effective it was and if additions or revisions are required for future use. (*Footsteps*)

Before we begin your lesson plan, let's take a look at the form and go over some of the key components.

Professor Davies: That sounds like a great idea!

Dean Holmberg: This is the lesson plan form. I started filling in the form by adding the course number and title, NR293, Pharmacology for Nursing Practice. This lesson plan is based on the course unit I observed, which was Unit 2, Anti-Infectives and Chemotherapeutics. Each unit is taught twice per week, and the lesson plan reflects one 3-hour class meeting. Copy and paste the course outcomes and associated learning objectives for this unit, which you obtained from the learning plan. Now that we've covered the basic sections of the lesson plan, let's review the key components faculty inquire about most.

The first key component is Objectives. Before the lesson is prepared, reflect upon the learning objectives. What, specifically, should the student be able to do, understand, and care about, as a result of the teaching? The learning objectives should directly support the student in achieving the course outcomes and informs the learners what they will be able to do by the end of instruction. For nursing courses, the nursing process is central to the development and achievement of learning objectives.

The second key component is Learning Activities, which encompass pre- and in-class activities. Pre-class learning activities include readings, videos, and lectures that are first exposure to or review of content. These activities can be found on the course page under the assignments section for the unit, week, class, etc. In-class learning activities involve the processing part of learning, such as analyzing, synthesizing, and problem-solving. These activities deepen student understanding and increase application skills through Master Instruction. Lower levels of cognitive work such as gaining knowledge and comprehension, occur outside of class. While higher forms of cognitive work, such as application, analysis, synthesis, and evaluation, occur in class with the support of peers and faculty. In class, the faculty member engages students to determine the level of mastery and to provide clarification through constructive feedback. Providing an opportunity for students to use their new knowledge while they have access to immediate feedback from peers and faculty, supports students to learn to correct misconceptions and organize their new knowledge so that it is more accessible for future use.

Now that we've had an opportunity to review the purpose of in-class activities, do you have any new ideas for your course?

Professor Davies: Actually, I came up with several ideas! However, they are very basic at the moment. I need to flesh out the details.



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Dean Holmberg: That's great! I'd love to hear a few. In fact, why don't we meet again later this afternoon? You can take some time to review the pre-class activities on the course page and fill out the lesson plan form as you expand your ideas for the in-class activities.

Professor Davies: That's a great idea!

Dean Holmberg: Wonderful! Let's document a few of your ideas now. Then we can continue to review the final key component of the lesson plan. Ok, give me your top three ideas for learning activities and I'll type them on the form.

Professor Davies: My first idea is to provide a high level overview of the content. (*Typing on keyboard*) My next idea is to develop case studies. I would also like to incorporate some group work.

Dean Holmberg: That's a great start!

Professor Davies: Thank you!

Dean Holmberg: The final key component is closure, which is used to make sense out of what has just been taught. "Any questions? No. OK, let's move on." is not closure. Closure is the act of reviewing and clarifying key concepts, tying them together into a coherent whole. Do you have any questions about the lesson plan?

Professor Davies: Not at the moment.

Dean Holmberg: Well feel free to contact me if any questions arise as you complete the lesson plan. Otherwise, I'll see you back here this afternoon.

Professor Davies: I'll be sure to do that. Thank you again for your assistance! The Master Instruction Classroom observation feedback and review of the Lesson Plan form has been very helpful.

Dean Holmberg: I'm glad to hear that. I look forward to reviewing your completed lesson plan.

Lesson Plan Meeting Part Two

Narrator: It's Friday afternoon and Dean Holmberg is waiting to meet with Professor Davies so they can review the professor's completed lesson plan. (*Footsteps*)

Dean Holmberg: Hello Professor Davies.

Professor Davies: Good afternoon. Thank you for taking the time to meet with me again today.

Dean Holmberg: It's my pleasure! I hope this experience has been helpful.

Professor Davies: It certainly has! I was quite productive after learning more about the key components of the lesson plan.

Dean Holmberg: I'm so glad to hear that! Thank you for emailing me your completed lesson plan. I have it open on this computer so we can review it. Let's take a look and see what you came up with today.

Narrator: Use the scrollbar to review Professor Davies' completed lesson plan. Once you're finished, click next to rejoin the conversation between Dean Holmberg and Professor Davies.



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Dean Holmberg: You have done an excellent job preparing this lesson plan. In the Faculty preparation and materials needed for class column, you have identified the specific materials you need to accomplish, prior to class, for each in-class learning activity planned.

Professor Davies: Thank you. This will save time by focusing my class prep and creating a classroom management plan.

Dean Holmberg: You have also identified how you are assessing what your students know. This will assist you in guiding your classroom discussions and closure.

Professor Davies: I have also broken down each area of my in class learning activities into specific time allotments. This will ensure I am allowing sufficient time for each in class learning activity, as well as for students to engage in dialogue and ask questions.

Dean Holmberg: Professor Davies, this looks like a comprehensive lesson plan. Please contact me as you prepare for your other classes, if I can assist you in any way.

Professor Davies: Thank you for your time and guidance on how to improve my teaching practice. Using a lesson plan for all my classes will make me more organized and ensure I am meeting the needs of my students, to successfully achieve the course outcomes.

Dean Holmberg: It's been a pleasure working with you this past week. I'm glad to hear that you found this experience helpful.

Narrator: You can download the lesson plan template and a copy of Professor Davies lesson plan for NR293 by clicking on the Resources menu in the upper left-hand corner. Thank you for joining me as we observed a faculty member learn how to transform her teaching practices through Master Instruction.