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|  | **College Spark Successful Transitions** |  |  |
|  | **Student Experience Visit GUIDELINES** |  |  |
| Most of us have observed our colleagues instructing students, and we've been observed in our instructional roles, as well. However, our current observational objectives differ from those that ordinarily come to mind when we think of, "classroom observation." Here, **our purpose is to consider the particular experiences and demands students encounter in high school, college, and university settings.** During this student-focused observation, we ask that you collect information to describe these demands. Students need wide-ranging skills to excel in academic settings. **For the purposes of this observational activity, we ask you to focus on the critical thinking, independent learning and collaboration skills students display.** We are also interested in your observations regarding **student engagement during class** - the ways and extent to which students actively participate in and seek to meet the expectations of a course. Finally, we are interested in your **observations about what students are explicitly and implicitly being asked to do,** and from this, what they need to understand and are asked to accomplish in the setting you observe. **So for a moment, imagine you are a student in this environment.** What information, prior experience, or insights into classroom expectations are required for you to be successful? Included below are prompts to help you support your observations with evidence. You will have time to share and reflect on these observations within your groups and through our Canvas on-line community. We appreciate the time and care you will be giving to this task, and look forward to discussing what you find!  **VISIT DATE:** \_\_\_\_\_\_\_\_\_\_\_\_ **VISIT LOCATION:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **COURSE OBSERVED:** English or Math & Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_STUDENT-FOCOSED OBSERVATION1. Demands students encounter in secondary or post-secondary setting
2. Critical thinking skills required
3. Independent learning skills require
4. Collaboration skills required
5. Student engagement in classroom setting
6. Explicitly communicated educational expectations
7. Implicitly communicated educational expectations

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| **Note your observations or describe evidence of the demands students experience in this setting** |  **Descriptive information and observations ↓** |
| Possible **SOURCES** of evidence: syllabus, assignments, assessments, texts, rubrics, in- class activities, out-of-class activities to support student learning (after class help, math tutoring lab, math study groups, writing center), instructor and/or student interactions, questions posed, etc.  **Evidence of demands/Source 1:****Evidence of demands/Source 2:** **Evidence of demands/Source 3:**  | *> How are objectives or expectations communicated?* *> What are they?**> Your observations?**> How are objectives or expectations communicated?* *> What are they?**> Your observations?**> How are objectives or expectations communicated?* *> What are they?**> Your observations?* |
| **Note your observations and/or describe evidence of the following:** | **Descriptive information and observations ↓** |
| **Independent learning skill requirements** | *> What are they?**> Your observations?* |
| **Collaboration requirements** | *> What are they?**> Your observations?* |
| **Students classroom engagement** | *> What are they?**> Your observations?* |
| **Explicit learning & performance expectations** | *> What are they?**> Your observations?* |
| **Implicit learning & performance expectations** | *> What are they?**> Your observations?* |
| **How was what you observed different from what you expected? Please provide examples.****How the skills you just observed differ from those expected of your own teaching and learning environment? Please provide examples.****If you have other observations about course material, learning objectives, or course performance expectations, please add them here.** |  |

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