

Dear Preshit,

Thank you for allowing me to observe your lecture on Policy Briefs and Community Assessment. This course, PHPM-574: Public Health Policy and Management, was a graduate level course with 37 students enrolled. The classroom furniture was arranged as a collaborative learning space, with groups of 4-6 students sitting at rectangular tables pushed together. I particularly enjoyed that you began the class by showing photos that you and the course professor had taken. After speaking with the professor, I learned that students are also able to submit photographs they have taken that week, and I think that is a great way to engage students and make the start of class light and inviting. I also think that sharing your interest in photography with your students makes you, as the instructor, appear more approachable and engaging. Furthermore, I thought it was very useful that you presented the lecture's learning objectives before beginning your lecture. This allowed the students to understand the purpose of lecture, which could enhance student engagement with the material.

Although you spoke a bit quickly at times, you lectured confidently and with poise. It was clear you had a deep understanding of the material, and you had a great deal of experience writing and reviewing policy briefs in your career. About ten minutes in the class, you showed a video about the gap between scientists and policy makers. It was particularly beneficial that you gave your students leading questions to think about before watching the video. This allowed the students to watch the video with the intention of listening for the answers to those questions. My one suggestion would be to allow time for more discussion after you give students leading questions. Once the video was finished, you solicited answers from the students, but only 1 student was able to answer before you summarized the take-away points from the video. Since you had done such a nice job steering the discussion by providing students with the pre-video questions, it would have been great to see if given more time, that discussion could have flourished a bit more.

After the video, you continued to lecture clearly and succinctly. It is a testament to your knowledge on the subject that your slides primarily consisted of visual schematics rather than too much text. Your slides were aesthetically pleasing, easy-to-read, and organized well. I enjoyed that you did not overwhelm your students with slides full of words, and instead, made clear visuals to explain complex topics (you did this quite well on the slide titled 'how to critique a policy brief').

Approximately 35 minutes into class, you began the in-class activity on the topic of critiquing policy briefs. The activity was structured clearly and was very well organized. I enjoyed how the activity progressed from students reading an article individually, to a small group analysis of the article, and then into a large group discussion on the various articles. The classroom setup and collaborative learning space was beneficial for this activity, since students were already sitting in small groups and could collaborate and communicate easily with one another. You did a great job walking around to the groups and engaging with the students during the small group discussion process, especially towards the end of the activity. Some of the articles appeared longer than others considering that a few of the groups finished before other groups, but you handled this timing issue well and encouraged the groups with longer articles to skim them instead of reading the articles word-for-word.

You did a great job facilitating the large group discussion by making sure students knew their job was to summarize the pros and cons of their articles succinctly. All of the groups willingly participated without hesitation, and inter-group discussions began organically as each group presented their findings. The large group discussion took longer than anticipated, indicating that the students were truly engaged with the material. You were able to add your own personal anecdotes about each article when relevant, so it was clear you had read all of the articles thoroughly before selecting them for the class.

Finally, you requested feedback from the students as you concluded guest lecturing. Although it was optional, it was clear many of the students were looking forward to providing you with feedback and you made it known that you were looking for feedback in order to improve your teaching.

Preshit, it was a pleasure getting to watch you teach. Thank you so much for allowing me to attend your guest lecture.

All the best,

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