Python on HPC course 27th of November

Peer observation (By Sahar)

1. Are my intentions achieved?
In general, my teaching is intended to be:
Learner-centered
Allows for working alone or in a small group
Beginners first, yet gives room for more experienced learners
Caring
Well prepared
Rewarding the right learners, e.g. learners that arrive on time
Does my teaching come across as such? Where do my intentions (seem to) mismatch my actions?

Yes, based on my observation, you were well prepared and created a comfortable learning environment. Students were encouraged to engage, ask questions, and work in teams. Overall, I believe you successfully achieved your intentions. No improvement needed in this regard.

2. How much introduction?
In the first hour, there is a lot to be discussed.
Of what I discussed, was it useful enough? What could be considered to be removed?
Did I miss something that is relevant?

The first hour included several introductory elements and yes, I think the first hour was well organized. You clearly introduced yourself, explained the schedule and plan for the session, and described your teaching approach. Your use of questions and answer sessions effectively kept everyone engaged and focused.

3. How did variable group sizes work out?
This day, I want to experiment using variable group sizes, where people are allowed to decide in a group of 1 or 2-3. How do you think that that worked out?
Was this setup clearly explained?
Did I do what I promised regarding this setup?
If I see that something can be improved, was this reasonable judgment that was communicated well enough?
Would you judge that this setup is to be preferred over random assignment of 2-3 people in each room?

You explained the setup clearly, although the pacing might have been a bit fast for some students (I noticed one student trying to keep up).
Allowing students to choose their own groups is definitely beneficial, it helps them feel more comfortable, which supports the learning process. The setup was communicated well, and letting learners choose seems preferable to randomly assigning groups.

4. How did letting learners pick a Python book chapter work out?
In the Python-first sessions, I want to experiment letting the more experienced Python users work on things at their level. How do you think that that worked out?

Was this setup clearly explained?
Did I do what I promised regarding this setup?
If I see that something can be improved, was this reasonable judgment that was communicated well enough?
Would you judge that this setup is to be preferred over all following the same basic theory?

The setup was clearly explained, and students understood that they could choose a chapter based on their experience level. This worked well as the more advanced learners do more by their own or even leave, and beginners could focus on the basics. The breakout rooms ran smoothly, and learners seemed comfortable. The only improvement would be to slow down the explanation slightly for those who need more guidance, but overall this approach is good.

Timeline of the Lecture

09:00 – 09:03 General introduction: your background, intentions for the session, and teaching approach (learner-centered, active engagement). Encouraged students to have cameras on and to answer questions even saying: I don't know, that was acceptable.

9:03 – 9:08 Small talk to engage students and help them feel comfortable.

9:08 – 9:09 Question about Python features to initiate interaction.

9:09 – 9:14 start with the overview of the course page, content, and schedule up to lunch break

9:14 – 9:20 The first exercise

9:20 – 9:22 Review of the schedule

9:22 – 9:24 Further explanation of the course page and full-day organization.

9:25 – 9:30 Start of teaching content; interactive questions (e.g., Python interpreter, module). Randomly selecting students helped engagement.

9:30 – 9:37 Explanation of lecture content and documentation.

9:37 – 9:40 Instructions on forming groups; students decide whether to work alone or together. Breakout rooms created. Encouraged teamwork, collaboration, and having cameras on to build trust.

9:44 - 10:00 Breakout-rooms and I observed that the students, all they were happy with the setup.

10:00 - 10:15 Break

10:15 - 1016 question to remind students of previous content (helps reduce forgetting)

10:16 - 10:19 New questions related to the next topic (Python scripts).

10:19-10:38 Going through session content on the webpage, followed by exercises in breakout rooms. (One participant left due to another meeting

10:39-10:45 start the session about the graphics

11:00-11:15 Break

11:15 – 12:00 breakout-rooms

12:00 – 13:00 Break