

COUC 970

Video Presentation Assignment I

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Self-Evaluation of Teaching

1. What went well in this lesson? Why?

In my teaching of the 512 Group Counseling course on May 25, 2021, class engagement went well in this lesson. Out of the twenty students in the class, more than half provided substantial feedback during the lecture in response to my prompts for student interaction and discussion. The class engagement made for a balanced dialogue where I was not doing all of the talking to the students, but rather encouraging a conversation and interaction among our class. Not only was the class engaged, but their questions, feedback, and comments served to deepen the content that I was teaching. For example, the students asked a lot of questions about applicability of concepts in real world group settings. Since I have been in a community behavioral health setting for about 25 years, I was able to offer many specific examples. These examples included what went well in this counseling setting as well as problems and challenges that I have experienced over the years. I tried to be open with the students, self-disclosing my professional experiences in running group, including situations where I made mistakes as well as areas that went well.

2. What problems did I experience? Why?

I did not experience any major problems to my knowledge. One potential problem that I was concerned about was connectivity issues as this was a virtual class and technology issues may arise in virtual platforms. I did not display the power point as I lectured because I wanted to be able to see the students on the screen to facilitate the discussion. This did not appear to be of concern to the students. In this class, a few of the students had their cameras turned off. Although this may not be a problem, it is more challenging to engage students without visual cues. However, several of the students with their cameras off still provided feedback to the discussion prompts.

3. Was it “student centered”? Should it have been?

I think that my lecture was student centered in that I asked many open-ended questions to facilitate discussion on different topics. For example, I asked the students to review possible problem behaviors in group. I asked them to discuss ways in which they would set limits and boundaries in the group. The class provided rich discussion and feedback to my prompts. Often an open-ended question that I posed would elicit four or five responses from different students.

4. What could I have done differently?

Because my lecture was one and a half hours in total, I could have included an experiential activity at some point to break up the lecture. I thought about doing a think-pair-share activity, but I was not certain how to do this given the Microsoft teams platform. At the end of the lecture, I played a video clip made by CES faculty of the storming and norming process in group. After the video, I facilitated a class discussion on their feedback about the video. I asked them to point out skills used by the counselor and areas that they would do differently as the counselor. In hindsight, it might have been helpful to play this video mid-way through the lecture rather than at the end of the lecture. I could have encouraged student feedback in the chat for those students who did not provide verbal feedback to the discussion prompts. This is a challenging area for me as I find it difficult to present and encourage dialogue while simultaneously monitoring the chat for feedback. When I read chat messages, it sometimes makes me lose my focus on the lecture and discussion content.

5. What did I learn from this experience that will help me in the future?

In hindsight, I would have prepared an experiential activity in addition to the lecture format, given the length of the class. The class is two hours in total. I was very fortunate to have a very

engaged class, but I need to be prepared in the future if I have a class that is quieter and does not offer as much interaction. It might also help for me to highlight specific points on the power point that I want to emphasize or deepen.

6. Preparation and research: Was I well prepared? - What could I have done differently?

To prepare for the class, I reviewed the power point provided to me by Dr. Chamberlin. I had a printed copy of the power point to guide my lecture. I am also taking the Advanced Group Counseling doctoral course this summer, so I am reading Irvin Yalom's textbook on group psychotherapy. To better prepare, I could have included a class activity or experiential exercise to supplement the lecture and discussion. Additionally, I could have been more time reviewing the power point so that I did not have to look at the notes as much during the lecture. Another option would have been to highlight specific areas the power point that I wanted to emphasize.

7. Written plan: Was I organized? Did the written format work? Is there a better form?

I did not develop a written plan prior to the lecture. I knew that I had the power point as a guide for the lecture. The power point essentially served as my road map. The written format of the power point was very helpful. I could have been better organized to include an activity or small group exercise to break up the power point lecture.

8. Presentation: Were the students involved? Was I clear in my presentation? How was the pacing?

As previously mentioned, the students were very active and engaged in the presentation. They provided insight into the topics discussed and asked insightful questions. Generally, I was clear in my presentation. My goal was to outline several main points on group facilitation and stages of group. I wanted the students to leave the lecture feeling comfortable with their understanding

of group facilitation skills and the first three stages of group (forming, storming, norming). I thought the pacing was good in that I allowed pause for students to reflect and provide feedback. When I first started presenting many years ago, I would immediately move on to the next point after about two seconds of silence. I have learned to sit with silence to allow for reflection and the opportunity for participant feedback.

9. Assessment: Did my method of assessment measure what I want? How did the class do in terms of learning outcomes? What should I change for next time?

My method of assessment could have been improved by asking for student feedback at the end of the class. We ran out of time after watching the video on group storming and norming. A couple of students provided feedback in the chat, but I would allow for about five minutes at the end of class to gather feedback next time.

10. What was your overall perspective of the experience

I enjoyed the experience and the warm welcome from my professor, Dr. Chamberlin, who made me feel comfortable and a part of the class. I have been learning from watching her model excellent teaching and engagement skills with the students. I feel fortunate to be a part of this class and look forward to the rest of the semester.