

## Teaching Visit Exchange

### Program Overview

Faculty members have much to learn from each other's teaching practice, yet we rarely have the opportunity to see each other's teaching in action. Reciprocal classroom visits provide an opportunity to gain fresh insight and learn from and with your colleagues.

The Teaching Visit Exchange program is designed to provide a mutually supportive, non-evaluative opportunity for observation, reflection, and sharing of our teaching practice. This is not an evaluative program, but rather a process structured to build community and promote reflection of one's own teaching through observing others.

By participating, you will have the opportunity to:

- observe multiple classes taught by other faculty,
- increase your appreciation for the work of your colleagues and the context of your students, and
- enhance your own teaching practice through personal reflections, shared observations, and collegial discussion.

### Program Structure

The Classroom Teaching Exchange program involves a small group of faculty members visiting each other's classes during one semester. Participation involves:

- An informational kick-off meeting where participants meet each other, share their intentions for the observations, and plan the logistical aspects.
- During a three-week period, participants are expected to observe at least one class session from two different instructors in their group and engage in personal reflection about the visits.
- An observation guide with suggested reflection questions will be provided to focus self-reflection. Faculty can also request any desired feedback from their peers.
- After the first round of observations, participants gather together for informal discussion.
- A second three-week period of observations will occur before a second discussion period.
- A final celebratory meeting will highlight overall insights and impressions.

## Program Guidelines and FAQs

### How is this a non-evaluative process?

The Teaching Visit Exchange is designed to spur self-reflection rather than peer evaluation. Participants focus their conversations on what they have learned about their own teaching from the observation process and avoid direct commentary on their colleague's performance unless invited to provide feedback. Participation in this program provides additional empathy and respect for the many different methods and techniques used in different disciplines and classroom situations. Participants are encouraged to approach the process in a spirit of appreciation of the work of their colleagues.

### How do I invite colleagues into my classroom?

Participants are encouraged to provide logistical information for visiting a class, as well as useful context around the teaching situation. A template for sharing this information will be provided. As engaging as these classes may be, observers are asked to stick to the role of observing unless specifically asked to participate by the instructor.

### What should be shared with students?

Students may be curious about the presence of a visitor in the classroom. You will want to introduce any visitors and explain the purpose of the visit. Most students appreciate that their instructor is participating in a project to enhance teaching.

### Should visits last the entire class duration?

Observing an entire class session from start to finish offers the best (and least disruptive) experience for you, your colleagues, and the students. However, if scheduling conflicts do not allow you to stay for the entire class, discuss with each other the least disruptive means of joining and leaving the class.

### Who can participate?

This program is open to anyone teaching at MSU Denver. Currently, the program is designed for face-to-face classroom visits. We plan to extend this program to online and hybrid courses in the future as well as develop focused visits around like-minded teaching interests or practices.

## Sample Timeline

Sample target dates	Stage of program
Register by 2nd week of classes	Sign up to participate
3rd week of classes	Kick off meeting
3-week period	First round of classroom visits
Week 7&8 of the semester	First group meeting
3-week period	Second round of classroom visits
By week 12	Second group meeting
End of semester	Celebratory meeting to share overall highlights