

History Classroom Interview Guide¹

Classroom Interview Process

Option A) Print out the classroom interview form below and have each student complete the form at the end of the class period observed (5-10 minutes). Collect all responses and summarize them in the classroom observation protocol in the space provided [insert link].

Option B) Dedicate 15-25 minutes of classroom time to a more focus group style interview:

- a) Please ensure that the faculty member being observed leaves the room before beginning.
- b) Briefly explain the purpose of this process.
- c) Form students into small groups, depending on class size.
- d) Pose your chosen questions to the class.
- e) Have each group discuss and come to a consensus on each question.
- f) Have each group share out their responses to the whole class. Write these responses where everyone can see (e.g., whiteboard/chalkboard, PowerPoint slide).
- g) If time permits, you may lead a discussion on these items and/or ask students to vote on most important takeaways.
- h) Record responses/key takeaways in the classroom observation protocol in the space provided [insert link].

Classroom Interview Questions

Select 2 or 3 of the following questions to include in your classroom interview (ideally make this decision in consultation with the observed instructor). You may tailor any question specifically to the instructor's or to your interest.

- 1) What aspects of [insert faculty member's name] teaching were most effective in helping you learn?
- 2) What aspects of [insert faculty member's name] teaching were least effective in helping you learn?
- 3) How would you describe [insert faculty member's name] level of interest in helping students learn? Explain and provide example(s).
- 4) What could students do to help improve this class?
- 5) How has [insert faculty member's name] worked to ensure members of the class were engaged during the semester?
- 6) The instructor has identified a key learning goal for this course as [insert goal that the instructor would like assessed]. How much progress do you feel you are making towards this goal?
- 7) Has [insert faculty member's name] clearly outlined the requirements for assessments and given you sufficient/clear information to achieve success? Describe an example, explaining how this helped you achieve success or, if not, what was missing or unclear.
- 8) Has [insert faculty member's name] regularly provided activities and assignments that helped you improve your performance on the final project, paper, or exam? Describe an example, explaining how an activity/assignment helped you (or did not help you) improve your performance.

¹ This guide was modified from the process used in [Germanic & Slavic Languages & Literatures](#) and from [Ten Ideas for Satisfying "Multiple Measures of Teaching"](#) and was developed in partnership with the Teaching Quality Framework Initiative (www.colorado.edu/teaching-quality-framework) with sponsorship by the National Science Foundation (DUE-1725959) - any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the NSF.

If using Option A), insert your selected questions below and print out enough copies of this form for each student in the class you will be observing.

Classroom Interview Form

Course number and title:

Faculty member name:

Semester:

1) [insert question choice from above]

2) [insert question choice from above]