

## Web Design 1 Observation

On Wednesday, February 28th, I observed Martin Dominguez teaching his Web Design 1 Course. I arrived at 11:52 and there were already students in the classroom. Mr. Dominguez and the students were engaged in conversation. Pleasant contemporary music was playing. Mr. Dominguez took the opportunity to check in with students about their assignments and progress during this informal conversation. A student in his classroom is hearing impaired and he made sure that the student and those providing her accommodations had chairs and were set up comfortably for class.

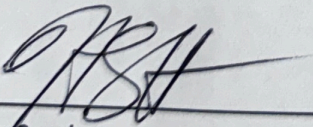
By 11:58 the classroom was almost complete. Mr. Dominguez greeted each student individually as they came in and he took attendance on paper. Class started promptly at noon. Mr. Dominguez turned the music off and started the lecture. The lecture was on UX (User Experience). Mr. Dominguez started with an overview of where UX lies in the web design process, using a clear and understandable presentation aid on the Smartboard. He previewed all the parts of the lecture. He was sensitive to being sure that the hearing-impaired student and her interpreters were keeping up with the lecture. He introduced two parts of UX, the customer journey map and the user flow. As he introduced these, he asked students socratic questions to keep them engaged and actively thinking. He used visual aids, especially examples, on the Smartboard, but he additionally demonstrated the creation of both on a blackboard, keeping the appropriate visual aid up on the Smartboard as an additional reference. In fact, at one point the Smartboard visual aid served to "fill in" the potential use of color on the user journey he was creating on the blackboard. He provided students with at least 5 examples of each (user flow and customer journey) on the Smartboard. He fielded questions from students along the way, including ones from the hearing impaired student and her team of interpreters. He answered everyone carefully and verified that they had understood before moving on.

When explaining the example of the symbol of a customer decision, Mr. Dominguez discussed real-world companies, products, and interactions that made it easy to relate the concept to its applications. He was very thorough in going through a number of examples, including review and reinforcement along the way. It was so clear and easy to follow along, that I felt that I myself could do the upcoming assignment easily. The lecture had thoroughly prepared students for the assignment, which was a practical application of the user flow and customer journey map. I want to note also that it was clear that this lecture blended seamlessly with the earlier assignment and lecture. Students had come prepared with the earlier part of the design process. At 12:40, Mr. Dominguez concluded the lecture and proceeded to describe and demonstrate the assignment, which was to create 2 customer experience maps and 4 user flows based on 2 customer personas the students had already created.

Concluding the explanation and demonstration of the assignment, Mr. Dominguez checked in yet again for questions and then asked if the students wanted the music back on while they worked. They did. Students proceeded to open their assignments at their computers. The atmosphere was relaxed, but focussed. Students clearly felt comfortable with the material and were clearly interested in doing it. Mr. Dominguez did not sit down, circulating instead through the room and checking with every single individual student as they worked. At one point, a student asked a specific question and Mr. Dominguez projected an example on the Smartboard and used it to aid in answering the question. After answering the question, Mr. Dominguez returned to the student's station and made sure that she really was comfortable as she set out to work on the assignment.

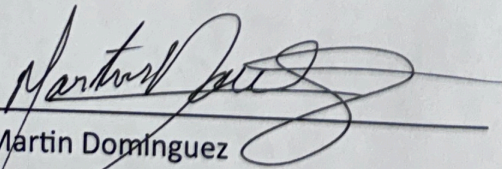
Students working under the watchful eye of their instructor is how the class was clearly going to continue to the end when I had to step out for my own obligations. I want to note that I followed up later with Mr. Dominguez and learned that the many samples and visual materials that he showed on the Smartboard were and are available to his class in Brightspace, allowing students to refer to these at any time and reinforcing the course content, showing just how thorough the instructor is in supporting his students in all ways possible.

This is my second time observing Mr. Dominguez and, while I had suggestions for improvement last year, I have nothing to offer this year. I am simply unable to imagine a better way to conduct such a class. Mr. Dominguez is using the best practices available in the instructional toolbox, including and not limited to reviewing course content as well as lecture content frequently, providing more than adequate examples and illustrations of concepts, keeping students engaged with socratic practices, providing assignments that reinforce concepts, excellent classroom management, and sensitivity to and responsiveness to his students. I recommend Mr. Dominguez without reservation as an asset to our program, department, and college.



Hanna Sawka

Date: 3/7/2024



Martin Dominguez