CIS 610 Teaching Effectiveness
Fall 2012 Week 4

Caveat: These summary notes are posted to provide an overview of class topics and
discussions. The nature of real-time, face-to-face interaction precludes complete
replication outside of the original setting; class notes posted at this web site are general
outlines rather than transcripts of classroom events.

Agenda
Check in – Handling technical difficulties; grading (is time-consuming);
busy office hours; Teaching in America video reactions

Logistics – projects posted before next class; your project outline due wk 6

Topic – Office hours, continued + Classroom Assessment Techniques
(We did not get to classroom assessment techniques, though it is the
homework. Look at the text and if you have questions, please see me.)

Break

Topic – Assessing learning (Grading)

Handouts – Walker article on grading/Example grading rubric

Topic – Outside the classroom – office hours, online, continued
Report on response cards from last week: best office hours tips:

Leave your door open. / Be approachable. / Greet students when they
come into the office. (3)

Limit the time a student spends with you while others are waiting. (3)

Use office hours to reply to student email.
Discuss topics at level needed, perhaps higher or lower than the syllabus.
Set boundaries: No personal issues. Do not give answers.

Office hours worst/bests lists.

Topic – Grading
WORST:
Student leaves with answer but not understanding

BEST: Guide –

• Find out what the question is.

• Give a brief explanation of material or a problem solving strategy.

• Observe while the student works on the problem.

• Reinforce good work.

• Ask questions about difficulties.

• Repeat as needed.
Teaching Effectiveness Tools for Teaching Notes on Grading

• Important to students

• Useful individual and group feedback for the instructor

• Should be (Walker)
  (a) Consistent/fair
  (b) Give good feedback
  (c) Reinforce class goals
  (d) Reasonably efficient
So take some time with it – without getting bogged down.

Don’t put it off – you may have questions and issues you need to talk about with other graders and/or primary instructor.

Keep in mind that grading time also includes time spent talking with students after assignments have been returned.
0th Pass: preparing

- Create a grading rubric/checklist (ideally, available to students with the assignment)

- Quick check rubric

- Scan all of the assignments
1st Pass: someone else? This is the time-intensive one.

• Don’t look at names

• Grade one problem at a time (across all of the papers) if possible

• Make feedback as helpful as possible – sometimes “please see me”

• Shuffle papers at the end of each problem
• Take a break

• Keep notes on changes to the rubric, common difficulties, special situations, etc.

2d pass: review

• Throw away bad questions

• Look for common errors
After the assignments are returned:

• Be prepared for/have policies:
  o Appealing grades
  o Late work
  o Extra credit

• Talk to students who have questions or are upset

• Keep records for one year
Other tips:

• Be timely

• Post solutions

• Grade only a sample

• Prepare assignments that are easier to grade

• Academic dishonesty: “All teachers at the UO have a legal responsibility to handle suspected cases of academic dishonesty...inform the course supervisor...contact the Office of Student Conduct and Community Standards...”