CIS 610 Teaching Effectiveness
Fall 2012 Week 5

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

Patrick Winston video reactions top points: cycling/ promise not joke/ visuals incl. hands, pointers, etc./ choosing from techniques you observe and like and adapting them to your own style

Logistics – Projects are posted; proposals are due by week 7 or any time.

For next week: schedule an appointment for a classroom observation. And GTF panel next week, email questions for the panel.

Also an assignment to write a first draft of your teaching philosophy - due week 8 - is posted, in case you want to take advantage of a TEP workshop - Tuesday 10/30 noon-1p workshop on writing teaching philosophy.

Topic – Grading, continued + Classroom Assessment Techniques

Break

Topic – Assessing Teaching/ TEP video

Handouts – midterm feedback forms
**Topic – Grading, continued –**

Comments or questions from last time?

Finish slides (see below) and do the example rubric/grading - groups of 3

**Topic – Classroom Assessment Techniques**

By example (only, so far):
Minute paper - what question do you still have about grading?

**Topic – Assessing Teaching**

Out-of-class v. in-class feedback – in-class gets better participation, takes time, may be missing some students. Can do both, i.e., online for students who were not in class.

**Last but not least** – Some of us stayed after class to view a 5-minute video from TEP about classroom observations and videotaping. Main points: (1) this is not evaluative or used in any way or by anyone except you; (2) contact TEP as soon as possible to schedule an observation and/or videotaping and followup consultation and have a two or three dates for them to work with.
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)

• 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 and summarize

• Throw away bad questions

• Look for common errors
After the assignments have been 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...”
EXAMPLE – groups/grade

Write a procedure that counts down from an input number of seconds until blastoff. At each time interval, print the remaining time. When there is no remaining time, print “Blast off!”. 

```python
>> countdown(5)
5
4
3
2
1
Blast off!

def cd(x):
    while x>0:
        print x
    print “Goodbye!”
```