CIS 610 Teaching Effectiveness
Fall 2012 Week 7

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

Handout – TEP Teaching philosophy workshop notes

Logistics – Midterm feedback results:

What to continue to do – 8/13 class check in, plus a few nods for the topic-by-topic approach and in class activities. 1 for break.
What to change – Nothing (4), 2 for more/1 for fewer group exercises, 2 for more time for applying and practicing skills. 1 for video in class.
Questions (2 more are in the challenging situations list)
   Is grading a gtf responsibility or is this another kind of role?
   In some cases, instructors teach things differently than provided in the lab specifications. So we have to attend the lectures.

Topic – midterm feedback – assessing teaching

Break

Topic – Classroom assessment techniques, e.g., minute paper/grading

Topic – Challenging teaching situations incl. remaining questions
**Topic – Assessing Teaching**

Decide what you want to assess – different from end of term evaluations – I like to keep it short to protect class time, students, me – lots of ideas at TEP website and TT 52.

Let students know how you will use the feedback – I share the summary with the class – use now, use later, no-op (why)

Out of class v. In class feedback – latter gets better participation, takes time, may be missing some students. Or do both.

Outside of class help is available from TEP.

**Topic – Classroom Assessment Techniques e.g., minute paper/grading**

CATS are another way of assessing student learning --more informal, compared to assignments & exams “formative assessment”

CAT examples in TT ch. 32 (2d ed.) and TEP website, for example:

- Minute paper – most significant point, what questions do you still have
- Reaction cards – make a comment at some point during class (no time)

(any of these can double as attendance taking)

Recall: minute paper/what question do you still have about grading?
Topic – Challenging teaching situations incl. remaining questions (see Day-to-day) (ppt slides available):

Categories of Difficult Teaching Situations:

• General teaching challenges – diversity & inclusion
  [TT – diversity is complex: “treat each student as an individual” –
  disabled students, re-entry and transfer, veterans – academic/prep]

• Issues – academic dishonesty, sexual harassment [we will focus on these
today – because preventing is way better than dealing later]

• Day-to-day – kind of things we “check in” about – next week

For any challenging situation:
• How to handle –
  o on the spot – gracefully/professionally/individually/put it off
  o follow up – define the problem/further action needed?/keep
    records/involve someone/institutional support
  o upon reflection 
• How to prevent

Academic dishonesty
• may be more pervasive in computer science
• “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...”

Sexual harassment – 2 types –
• quid pro quo
• hostile work environment
  o serious and/or pervasive behaviors
  o effect not intent of actions

UO Conflict of Interest Policy

A faculty member [this includes gtfs] is responsible for removing and/or
mitigating the conflict of interest that may arise from sexual or romantic
involvement with a student he or she supervises.