CIS 610 Teaching Effectiveness  
Fall 2020 Week 3

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 are general outlines rather than complete transcripts of classroom events.

Check in (discussion) – what is happening/how to handle now/how to prevent
How do you determine where to draw the line between answering a student’s question and making the student figure it out for him/herself? This seems especially difficult during office hours in a one-on-one situation, as the student may expect more help during office hours.

Topic 0 – What are the skills/traits of an effective teacher? cont’d

Topic 1 – In the classroom – leading a lab or discussion

Topic 2 – Outside the classroom: office hours, online

SUM Topic 0: What are the skills/traits of an effective teacher?

1. Knowledge of/experience in area AND

2.* Ability to convey knowledge to others [representations: examples, illustrations, analyses, explanations, demonstrations; awareness of what makes concepts easy or difficult; common conceptions or preconceptions; common errors on the way to understanding, etc.] AND

3. Good people/communication skills [friendly, empathetic, etc.) AND

4.* Good classroom skills [enthusiastic, organized, etc.]

*CIS 610 focus: text p. 157 "Research has shown that student achievement correlates most highly with two characteristics of effective teachers ... One is preparation and organization. The other is clarity and 'understandableness'.”"

SUM Topic 1: In the Classroom: Leading a Lab or Discussion

1. Prepare: context: background/determine key concepts
   “Classroom skills”, for example:
   -- coordinate with instructor/instructional staff
   -- visit the classroom
   -- practice presentation skills: speaking, volume, timing, etc.
   -- tech check and backup plan

2. Prepare some more: examples/short explanations/anticipate difficulties for key concepts
   “Classroom skills”, for example:
   -- provide a map of topics you’ll be covering
   -- say it, write it, show it
   -- verbal markers
   -- build in redundancy
   -- how will students participate?
3. Active Learning: questions, etc.
   “Classroom skills”, for example:
   -- 10 ways to get participation
   -- labs – leave time for recap/questions/walking around

4. Check after (3.): if needed, return to (2.)

10 Ways to Get Participation Any Time

- open discussion
- response cards (can be handed in for anonymous presentation) [Zoom/private chat sort of]
- polling [Zoom/(pre-prepared) polls]
- subgroup discussions [Zoom/breakout]
- learning partners and think-pair-share [Zoom/breakout]
- go around the group and obtain short responses to key questions [Zoom/hard]
- panels
- fishbowl
- games
- calling on the next speaker (possibly: new speaker summarizes prior speaker)

AVOID: Any questions? Does everyone understand?