Agenda

**Topic 1** – Practice lesson / practice teaching observation

https://tep.uoregon.edu/files/tep_peer_teaching_observation_guide_aligned.pdf

Can be a source of ideas for noticing what worked well.

*Very nice teaching demo by Bosco. Helpful feedback, too: very good start with outline of what will be covered, explaining new concepts based on what students already know, telling why in addition to how. Could be slower with exercises mixed in, to make sure students are keeping up. Nice ending with summing up/exercise to try. Interesting use of notebook-like colab for teaching tool.*

**Topic 2** – Challenging Teaching Situations

What is happening/how to handle now/how to prevent [open discussion][response cards][polling]

**Teaching tips**

What can a teacher do in every lesson to make sure that students are keeping up?

*Something due every day.*

*Ask questions – iclickers, etc.*

*Watch out for “busy work” and over-emphasis on relatively shallow questions: “necessary but not sufficient”.*

What to do when only one student answers all the questions?

*Acknowledge this involved student who is willing to speak up anytime – they can help us.*

*AND – it is also important to manage the discussion so that feedback isn’t always from one student (or a small group of students), e.g.,*

10 ways to get participation any time,

*Call on sections of room,*

*Give a certain amount of time before asking for show of hands,*

*Think-pair-share.*

What do I do when I lose track of where I was due to an interruption?

*Use our own “breadcrumbs”, e.g., outline of class topics, slides, …*

*Ask students: what important point did we just cover? (good to do in any case)*

Another situation involves office hours for me (pre-pandemic). I wonder how to best coordinate students when they all show up to office hours at the same time, with questions of varying difficulty. I have tried to implement a first come, first served policy before. But it could be that one student’s question would have taken 1 minute to answer, while another’s will take 15 minutes to resolve (especially with something like debugging help).

*Round robin; timer as move through questions; group setting; priority queue; use signup sheets.*

*These all help students help themselves and help each other, let them know when you will get to them. Be careful about code sharing.*
Class policies

How to deal with a significant portion of the class asking an exam date to be changed because of a midterm in another class (1) Depends on the size of the class. Flexible IF possible (it may not be).

How to deal with a student that didn’t technically cheat but tried to deceive you in some way (ie turning in a corrupt file or submitting a blank quiz on canvas and claiming they submitted answers) (1)

Cheating means any act of deception by which a student misrepresents or misleadingly demonstrates that the student has mastered information on an academic exercise that the student has not mastered. (UO Student Conduct Code)

Inform class instructor. Not sure \(\rightarrow\) look at other work submitted by the student for the class.

I have had a student receive a grade they did not agree with that was so low from their expected grade that they came back to talk to me with tears in their eyes. I ended up bumping the grade up by a few points, but I know the student’s emotional plea got to me. I wonder if there is advice on how to handle that better.

Posted grading policy, grading rubrics. Consider grading on a 50-100 rather than 0-100 scale. Grading must be consistent and fair to all students. Be prepared to explain to students why they got the grade they did. Regrade entire project (not just a bit of it) upon request. Consider having a larger discussion with the student if it is warranted ... are they not doing well in the course overall \(\rightarrow\) coaching about how to progress in course.

Teaching (is challenging)

All of my questions have to do with one situation: You’re teaching a course and no student is doing particularly well.

Are there any theories or strategies teachers should use to determine the difficulty of the class? Articulate with other courses in the department (e.g., consider prereqs). Get notes from whomever last taught the class or having someone else review your course design if it is a new course. (Textbook, moocs can inform, too.)

Or ways to evaluate if it is the content that is hard or if your teaching is unclear? Or both ... too fast/too slow? Too hard/too easy? Clear/unclear? Too much work/too little work? Share results with students. In-classroom assessment techniques; exams; projects.

How much is my responsibility and how much is the responsibility of the students? Learning is student responsibility. Setting up a learning environment that helps students do their best work is instructor responsibility.