Welcome to CIS 610 TES!

Agenda
Check in – what is happening/how to handle now/how to prevent (open discussion)
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 1 – In the classroom – leading a lab or discussion, sum

Topic 2 – Outside the classroom: office hours, online

RECALL – In the classroom; Leading a lab or discussion
(0) Organize – special case: preparing for first days of class (TT 3 – first days)
(1) Prepare – design a learning experience (TT 12 – asking questions)
(2) Practice
(3) Deliver – in the classroom (TT 13, 15, 16 – fielding q, delivering lecture, explaining clearly)
(4) Reflecting – what went well/challenges

10 Methods to Get Participation Any Time
✓ open discussion
✓ response cards
✓ polling
✓ subgroup discussions
✓ learning partners and think-pair-share
✓ go around the group and obtain short responses to key questions
✓ panels
✓ fishbowl
✓ games
✓ calling on the next speaker (new speaker summaries prior speaker)

Groups of 3: 1 GE, 1 student, 1 observer/reporter (I will be timekeeper). Students, be realistically challenging!
Each student in group play 2 roles: 4 min. then 3 min. discuss then repeat. (15 min.)

Skills and traits of effective teachers
1. Knowledge of/experience in area AND
2. Ability to convey knowledge to others [aka “understandableness”]
   • representations: examples, illustrations, analyses, explanations, demos
   • awareness of what makes concepts easy or difficult
   • common conceptions or preconceptions
   • common errors on the way to understanding
3. Good people/communication skills [friendly, empathetic, etc.] AND
4. Good classroom skills [organized, enthusiastic, etc.] AND

“Research has shown that student achievement correlates most highly with two characteristics of effective teachers (Feldman 1989). One is preparation and organization. The other is clarity and “understandableness”.

Skills

Problem
b = “BUTTERFLY”
c = “CHAMELEON”
your job is to, using only b, and c, construct a series of strings: MADMADMBLON,
BUNQ, and CHILL. You may use any of the string operations you have learned in class:
String addition - a+b
String multiplication - a^3
String indexing - a[4]
String slicing - a[1:4]
Student: “I don’t get this assignment.”
You: ????
ALSO:

- OBSERVE student solving the problem.
- Reach partial answer then QUESTION (for example, what have you tried? Can you talk me through your reasoning? What are your thoughts on how to approach this problem? Does this problem look similar to/remind you of [lab problem, class notes, text]).
- Reinforce correct work; provide brief EXPLANATION/EXAMPLE.
- Repeat for same or additional problems.
- Focus on problem-solving strategies rather than answers, to GUIDE students to a solution. DO NOT TAKE OVER keyboard, problem-solving, anything (can be tricky, as you’ve just seen in the role play).

ALSO:

- explain the purpose of office hours; explicitly invite students to your office hours
- hold office hours outside your office; use some office hours as tutorial sessions
- try electronic office hours, evening or night time office hours (remote)
- set boundaries (easier outside of your office or remote)
- do not try to resolve sensitive issues via email
- always keep office hours at the appointed day/time/place
  - if a student raises personal problems or sensitive issues, refer them to instructor, UO Resources.
  - if a student raises personal problems, refer them to instructor, counseling: https://www.uoregon.edu/onestop/“wellness”)
- be aware of conflict of interest policies