Welcome to CIS 610 TES!

CIS 610 Teaching Effectiveness
Fall 2021 Week 4

Agenda
Check in – what is happening/how to handle now/how to prevent
What do you do if you have 10 minutes left and (a) nothing left to say or (b) 20 minutes worth of material to still cover?
Topic 1 – Outside the classroom: office hours, discussion boards, email
Topic 2 – Assessing Learning - Classroom Assessment Techniques (in the classroom)
Break
Topic 3 – Assessing Learning - Grading (beyond the classroom)

RECALL:
Office hours/lab help hours is a continuation of classroom approach:
Focus on problem-solving rather than answers: observe, short explanations, questions, examples, ...
just like explaining clearly in the classroom.

Class discussion boards
• should be monitored
• no fully anonymous posts
• guidelines for posts? follow them carefully
• students can respond, and responses reviewed for clarity and correctness

Email
• always be professional, consider email to be public (if it is), use .sig
• let students know your communication preferences
• “please see me during office hours”
• sensitive issues should not be handled electronically

Topic 2 – Assessing Learning
Classroom Assessment Techniques (CAT)
• CATS are a way of assessing student learning
• more informal, compared to assignments & exams
tformative (v. summative)
CAT examples in TT ch. 32 (2nd ed.) and IEP website, for example:
• Minute paper – most significant point, what questions do you still have (“muddiest point”)
• Reaction cards – make a comment at some point during class
• Polling/CLICKERS (have questions prepared)
• Think – pair – share (have questions prepared)
• Write a test question/new example on material just covered
NOTES ON GRADING

Advice from former 610 students:

Grading takes longer than the amount of time you are planning to spend.

I wish someone had explained efficient, proper methods for grading to me. It would have saved a lot of time and energy.

Text ch. 43, for example:

– grading criteria (hand it out with the assignment)
– policies on extra credit
– policies on late assignments

important to students

– useful individual and group feedback for the instructor
– should be (Walker)
– consistent/fair
– give good feedback
– reinforce class goals
– 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.

1st Pass: someone else? This is the time-intensive one.

– Grade one problem at a time (across all of the submissions)
– Don’t look at names (if possible)
– “Shuffle submissions” at the end of each problem (if possible)
– Make feedback as helpful as possible – sometimes “please see me”
– Encourage / coach
– Take a break
– Keep notes on changes to the rubric, common difficulties, special situations, etc.

Get pass: review

– Look for common errors
– Throw away bad questions
NOTES ON GRADING

After the assignments are returned:
– Be prepared for / have policies:
  – Students appealing grades (see course instructor?)
  – Late work
  – Extra credit
– Talk to students who have questions or are upset (but you should rarely need to change a grade)
– Keep records for one year

Other tips:
– Be timely (1 day to 1 week)
– Post solutions (gives student feedback while you grade)
– Show points earned, not points removed (+4, not -1)
– 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 – think – pair – share

Assignment:
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”.

For example,
>>> countdown(5)
5
4
3
2
1
Blast off

Student Submission:
def cd(x):
    while x>0:
        print(x)
        x=x-1
    print("Goodbye!")

Rubric:
– code works / implements project spec (5 pts.)
– code is written using good programming style (5 pts.)