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?

- Manage time such that each part of the outline for the day is at least partially covered, even if that means cutting it off before it is completely covered. (Especially in lab, it is ok to get students started on the lab exercises, which they can then complete later.)

- For extra time – classroom assessment techniques! Ideally you will have some ready to go, e.g., “extra” examples or questions. Other CATs can be used on the spot, e.g., minute paper, writing/sharing exam questions.

- If running out of time – do not rush, do not go late, even if the instructor needs to finish up in lecture, or you need to follow up with the class via email or on the discussion board.

*CATs

- Minute paper – most significant point, what questions do you still have

- Reaction cards* – make a comment at some point during class

- Polling/clickers (have questions prepared)

- Think – pair – share (have questions prepared)

- Write an exam question/example on the material that was just covered

Announcement

Class next week will be REMOTE. I will send a zoom link.

Topic 1 Assessing Learning – Grading, finish up

Break

Topic 2 Assessing Teaching, cont’d – guest Julie Mueller, TEP
Topic 1 Assessing Learning – Grading, cont’d
RECALL: EXAMPLE – think (5) – group – share (5) (then share out) (10)

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,

```python
>>> countdown(5)
5
4
3
2
1
Blast off!
```

Student Submission:

```python
def cd(x):
    while x>=0:
        print(x)
        print("Goodbye!")
```

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

Issues:
infinite loop goodbye/cd no whitespace
fencepost error no fileheader, docstring for not while

Are these important? That depends ... need a more specific rubric! For example,

-- code works / implements project specification (5 pts.)
  -- no runtime error(s)
  -- correct boolean expression / range arguments
  -- print (return None)
  -- print 'Blast off!'

-- code is written according to class style guidelines (5 pts):
  -- no syntax errors
  -- file header
  -- docstring
  -- well-named variables
  -- well-chosen operators
  -- white space around operators

But expect that more flexibility will be needed ... start early, have a grading party with everyone present to discuss issues, split homework by questions, for example.
Topic 2 Assessing Teaching

→ SELF REFLECTION, PEER OBSERVATION, STUDENT FEEDBACK

Guest speak Julie Mueller, UO Teaching Engagement Program

**TEP Peer Teaching Observation Guide**

Teaching observations are formative rather than summative assessments – a way to focus on improving teaching with no promotion or similar on the line.

Discussing teaching with a peer observer can help identify strong points and points that need addressing. An observer can focus on your teaching (rather than course content).

UO TEP has many workshops that GEs are welcome to attend, as well as individual consultations, observations, for example. Check out the [Graduate Teaching Initiative](#).