Agenda

Check in – what is happening/how to handle now/how to prevent [discussion – breakout rooms]?

- What is the recommended course of action in a mutiny scenario (i.e., if you are challenged in a disrespectful way)?

→ do not get defensive, or de-railed from planned material
→ hold your ground; keep professional demeanor
→ defuse, de-escalate
→ try to understand the issue from student perspective
→ 1-1 or small group “in-person” discussions are better than in-class discussions or long email or discussion board threads
→ keep the overall learning atmosphere for all students in mind, e.g., venting is not an appropriate use of discussion boards
→ if appropriate, bring someone else to discussion, e.g., class instructor
→ alert class instructor about the issue
→ monitor discussion boards

Class logistics

Next week: GE panel – assignment will be to submit questions by 5p on Friday to give me a chance to organize them.

I am catching up on responding to your assignments and hope to be there soon.

Topic 0 Remote Teaching

Topic 1 Assessing Teaching – Student Feedback

Break

Topic 2 Inclusion and Class Climate

+ Remote Teaching Wrap-up poll
Topic 0 Remote Teaching
[chat: what is there to like / not to like about Zoom (or other remote teaching)]
→ flexibility of space and maybe time
→ harder to communicate

• security and privacy considerations
  – use Canvas
  – email authentication; waiting room settings; screen-sharing off (can be turned on during the meeting), for example
  – recording the meeting

• zoom procedures and etiquette
  – practice ahead of time!
  – plan to arrive early and stay late
  – cameras on? (encouraged but not required)
  – audio on? (at first and then mute unless speaking)
  – chat policies? (depends)
  – how to respond to chat questions and comments (helper)
  – be prepared for technical difficulties

• zoom features
  – screen sharing (handy, interferes with faces)
  – breakout rooms (mixed bag)
  – chat (nice but not anonymous)
  – polls (very handy, prepare ahead)
  – open discussions (handoffs are hard)
  – names (love this)
**Topic 1 Assessing Teaching – Student Feedback**

Recall: we've talked about peer observation/assessment (Julie Mueller, TEP), self-reflection (for example, weekly assignments), and now student feedback

- Decide what you want to assess.

The questions you select for midterm feedback should be ones you can respond to during the term; otherwise your students may develop false expectations about the remainder of the course.

UO has a midterm survey – may be most straightforward to use that.

I prefer my own questions: what is going well / suggestions for improvement / how comfortable do you feel participating in this class? what makes it easy or difficult for you?

The last question re inclusion/class climate is straight from class text; note positive phrasing of all of the questions.

- Let students know how you will use the feedback.

I share a summary with the class and respond to particular points: use now, use later, will not use (including why).

For this seminar, it is also a class demo, so I share all of the comments (see below). But you don’t need to do this.

- Midterm feedback report
  (see below)

- Address expectations for student (and instructor) behavior, then address discrepancies.

- Outside help with feedback is available from TEP

For example, classroom observations, consultations, workshops.
(1) what is going well in CIS 610 teaching effectiveness seminar?

- I think the reading responses and general discussion part of the class are the most helpful for me.
- I think that the discussions and the tips given during the lecture are the most helpful for me.
- Love the inclusive nature of our discussions, where we put the focus on ourselves first before moving on with the agenda of the day.
- The teaching effectiveness has been an interactive and engaging class with a ton of teaching and learning ideas. All the weekly assignments pushes me to spend some time during the week to read about teaching and learning techniques.
- Applying what we learn about to our sections.
- This course is giving the right amount of knowledge required for us to start working as a TA. The tips taught in class and book are beneficial.
- I like everything about our Teaching Effectiveness Seminar. There we discuss lot of interesting topics and situations. Kathleen Freeman Hennessy asks us questions that are good to think about. Also, I love when we are divided into groups and work with each other. In addition, I enjoyed our Zoom class. There we could write our answers and thoughts in the chat, so we had more time to think.

SUM: The overall structure and approach to 610 seems to be working overall.

(2) please mention any ideas you have for improving the seminar

- less of the group stuff, it's hard to pretend to be a 100-level student realistically
- I think that when we split up into groups, if we can have a few minutes just to talk about any difficulties we had or what worked well for them, that could be helpful to other students as well.
- This is a nitpick, but the canvas features can be used more (I would have submitted this survey on time had it been a canvas assignment!)
- The only improvement is about the assignment reminder nothing else to say.
- Add canvas stuff please.
- The ideas of other TAs regarding teaching or grading discussed while in a class have helped me a lot.
- Maybe I want to have more Zoom classes. Hehe

SUM: Differing feedback on more time/less time for small groups. 3 votes for more Canvas.

- It is difficult but important to be able to get into a beginner mindset.
- Small groups are another way of facilitating interactions among the class, and also can help with making sure all voices are heard; we will continue to use them as part of the overall mix.
- 3 votes for Canvas is a lot; I will post assignments on Canvas as well as the class website from now on.

(3) how comfortable do you feel participating in this class? what makes it easy or difficult for you?

- I feel very comfortable in the class.
- I feel comfortable in class, I think that the anonymous notes idea makes it easier to participate.
- I love participating in this class. This class makes it easy for me to open up and talk to people because of the helpful prompts encouraging us to start discussions. Also, as we all are going through similar challenges as a TA, this class encourages to take note of the others' experiences and learn from them.
- When you learn in an environment where nobody is wrong and encourages everyone to speak what is in their minds brings some sort of joy and acceptance.
- If it's not something I am not good at, then I don't feel like I can make contributions to the class.
- I am comfortable discussing in class, and Kathleen's suggestions make my work easier.
- Right now I feel myself really comfortable participating in this class. When I had just started participating, it was a bit hard for me to express my thoughts. It had been happening, because I was not so confident about my speaking skills, accent. Also, I could not understand some students. But now everything is waaaay better.

SUM: Class is comfortable, prompts and anonymity help.
(I meant to address the “if it’s not something I’m good at ...” comment in class. Students should always feel comfortable just saying “pass”, i.e., every student does not need to respond to every question; it is ok to listen and learn. And also, we are all learners here (a nice thing about teaching). Your experiences, even ones you were not good at, can be helpful contributions to the conversation.)

**Topic 2 – Inclusion and Class Climate**

Teaching quality == professional, inclusive, engaged, research-informed
Every student can participate, is valued, context reflects diverse practitioners

Who are we being inclusive of? [write in chat]

→ under-represented groups, international students, [students from around the country, rural/urban, socioeconomic backgrounds], veterans, non-traditional students, transfer students, non-traditional students, different computing backgrounds ...

Be aware of campus support:

**TEP Inclusion and Class Climate**

**One stop student resources**

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“We ask people to take risks in the classroom; to try at things, fail, and try again; to do hard cognitive work with little immediate reward. For most people, our willingness to engage in those kinds of activities and the quality of our efforts, will improve when we are attempting them in the company of a supportive community. Community with classmates and instructors not only empowers students to take the risks that learning requires, but it also enhances the experience by expanding the source of ideas and insights to the full range of diverse minds in the room.”

*Distracted: Why Students Can’t Focus and What You Can Do About It,* James Lang

→ Inclusion is the right thing to do and it also helps students learn!

**Topic 0, revisited – remote teaching poll**

→ Most of us think that remote teaching has a place in the overall mix of approaches to teaching and learning.
Small Teaching: Everyday Lessons from the Science of Learning,
James Lang

Introduction: Small Teaching

Part I Knowledge
1 Retrieving
2 Predicting
3 Interleaving

Part II Understanding
4 Connecting
5 Practicing
6 Self-Explaining

Part III Inspiration
7 Motivating
8 Growing
9 Expanding

Conclusion: Beginning
Works Cited
Index